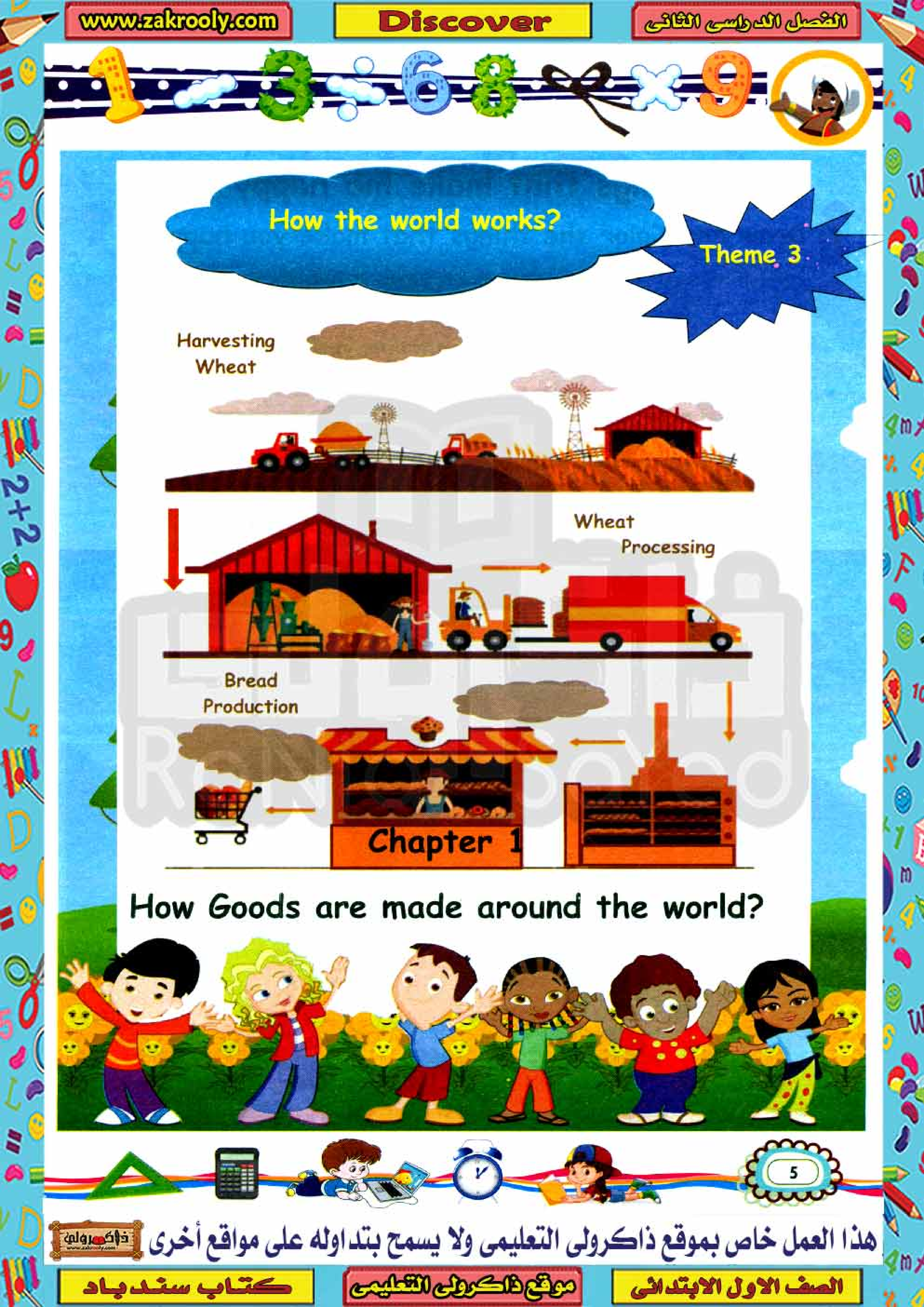
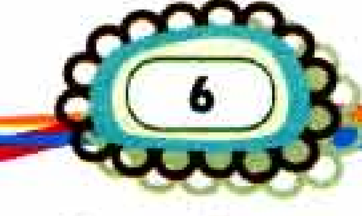

How the world works?
Theme 3
Harvesting Wheat
Wheat Processing
Bread Production
Chapter 1
How Goods are made around the world?

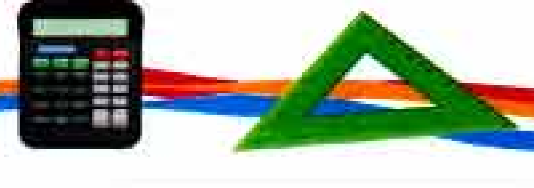


Things that make me happy .

Draw and Color the things that make you happy?

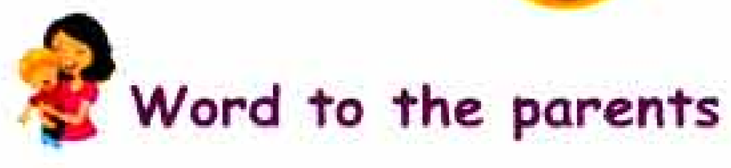








Needs or Wants ?


Word to the parents



The guardian discusses his child to clarify the difference between needs and desires.

Needs: One of the things that man needs to survive, man needs food, water and housing to survive.

Wants: Desire is a good thing to get, but we can live without it in case of necessity like playing ....

Much of our needs and wants cost us no money at all. Sharing good feelings, playing with friends or celebrating with our families may be free. But others cost us money. The parent asks how we can get those things.

Objective: The student determines the things he wants to achieve
The student determines their basic needs in order to live a happy life

EXERCISE

Put the number of the picture in the write place



Needs	Wants



How a pencil is made

Talk to your child about products and how to make products in our world. All the products we need and want are coming from somewhere.
Where do the pencils come from?
The pencils are made of wood. Man makes them.
Pencils are manufactured in the factory using resources or raw materials. Then let your child guess the resources or materials used in the pencil industry?

Pencils consist of three main parts:

1. The part used in writing, it is made from "Graphite".
2- The part responsible for erasing (eraser).
3. The long wooden leg of the lead pencil is the part responsible for collecting all these parts together (wood).

In this lesson, parents talk to their children about how to make pencils , what materials are needed to make them and how to arrange the phases of making a pencil.

Objective:

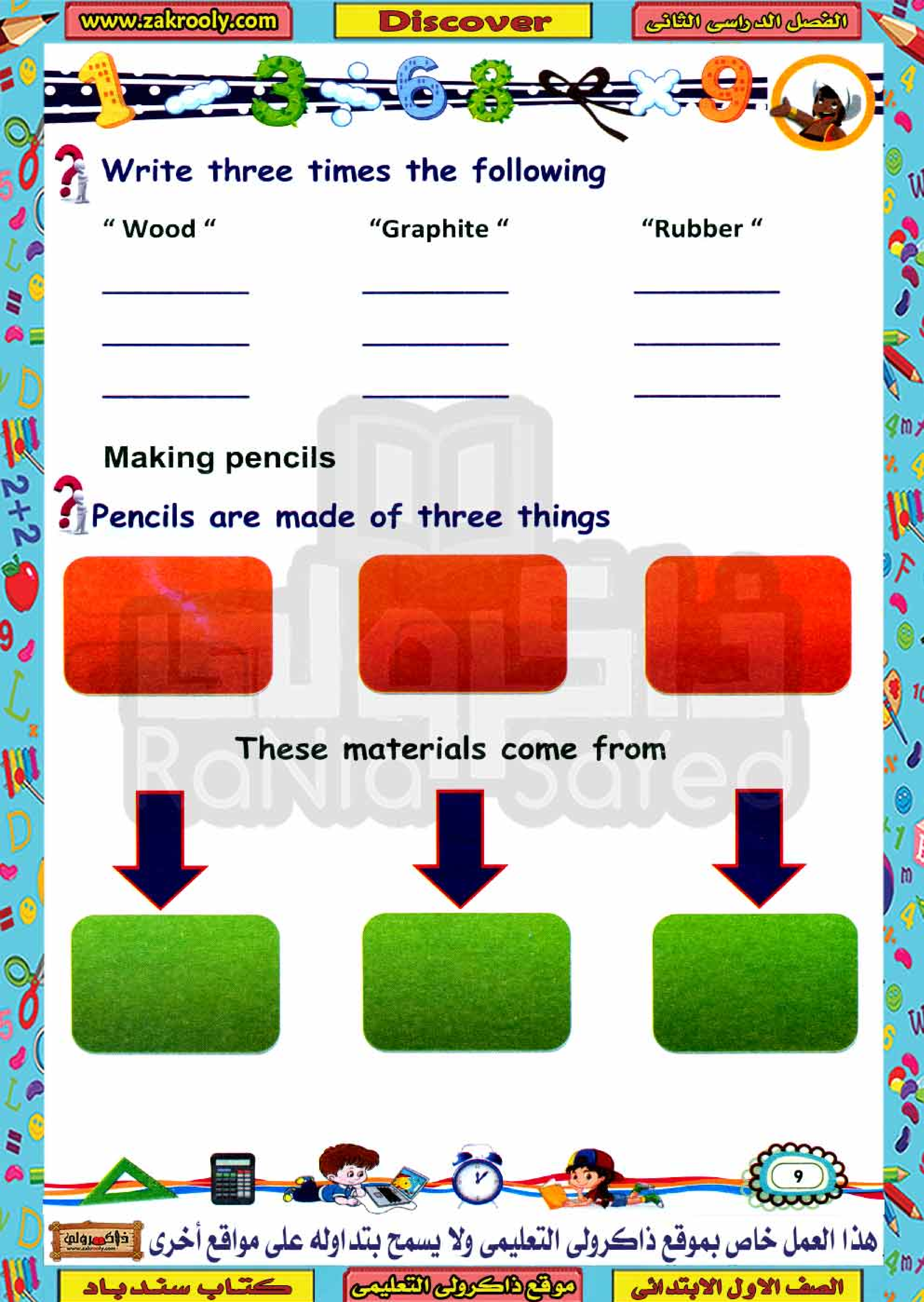
To develop logical thinking in the child.
The student learns how to make things
The student recognizes the surrounding energy sources
The student learns how to make products from pens, copybooks,............

Zain thinks about how to make a pencil

EXERCISE

To make a pencil we need to

- ....
- ....
- ....
- ....



Write three times the following

" Wood " "Graphite " "Rubber "

______ ______ ______

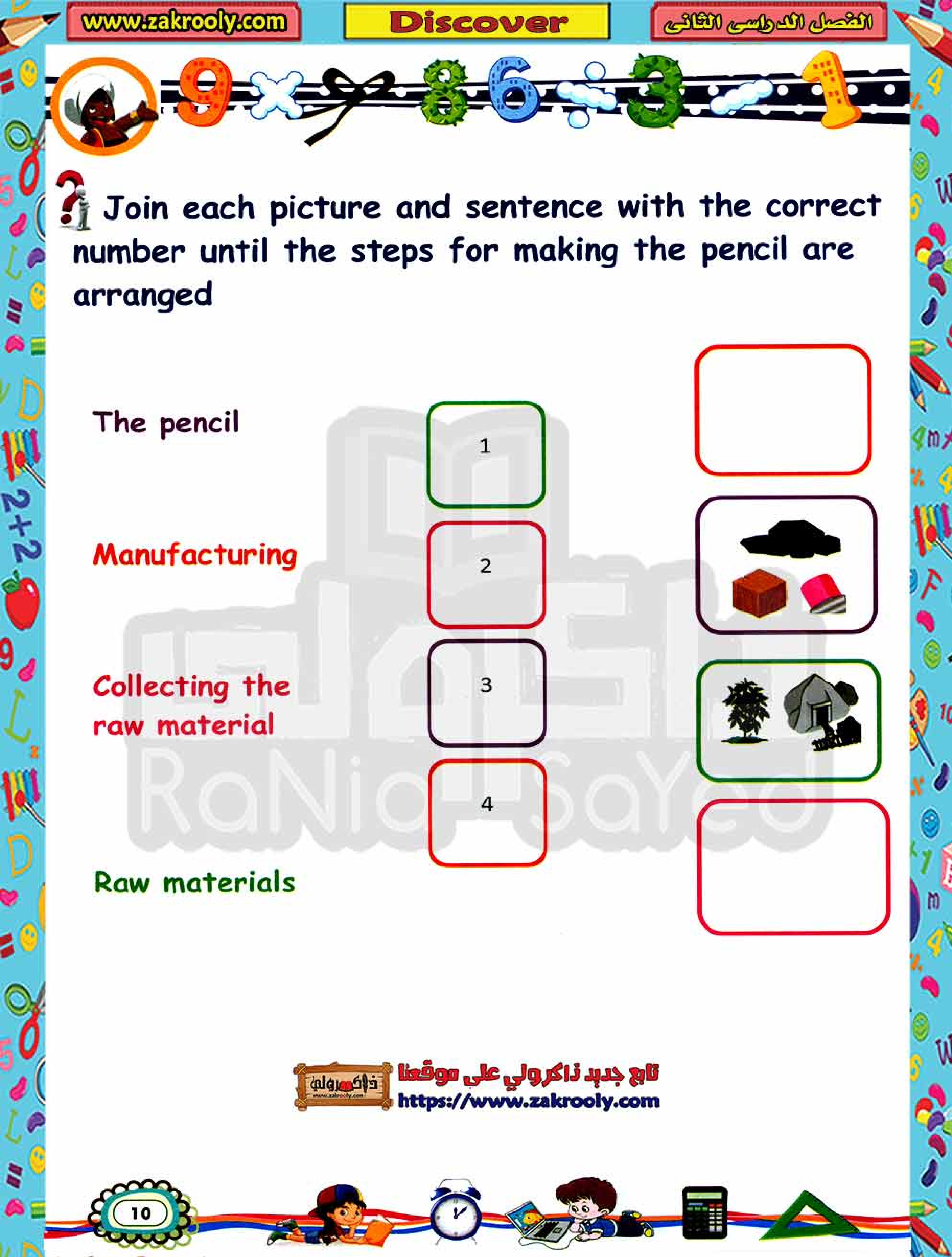
______ ______ ______

______ ______ ______

Making pencils

Pencils are made of three things

These materials come from



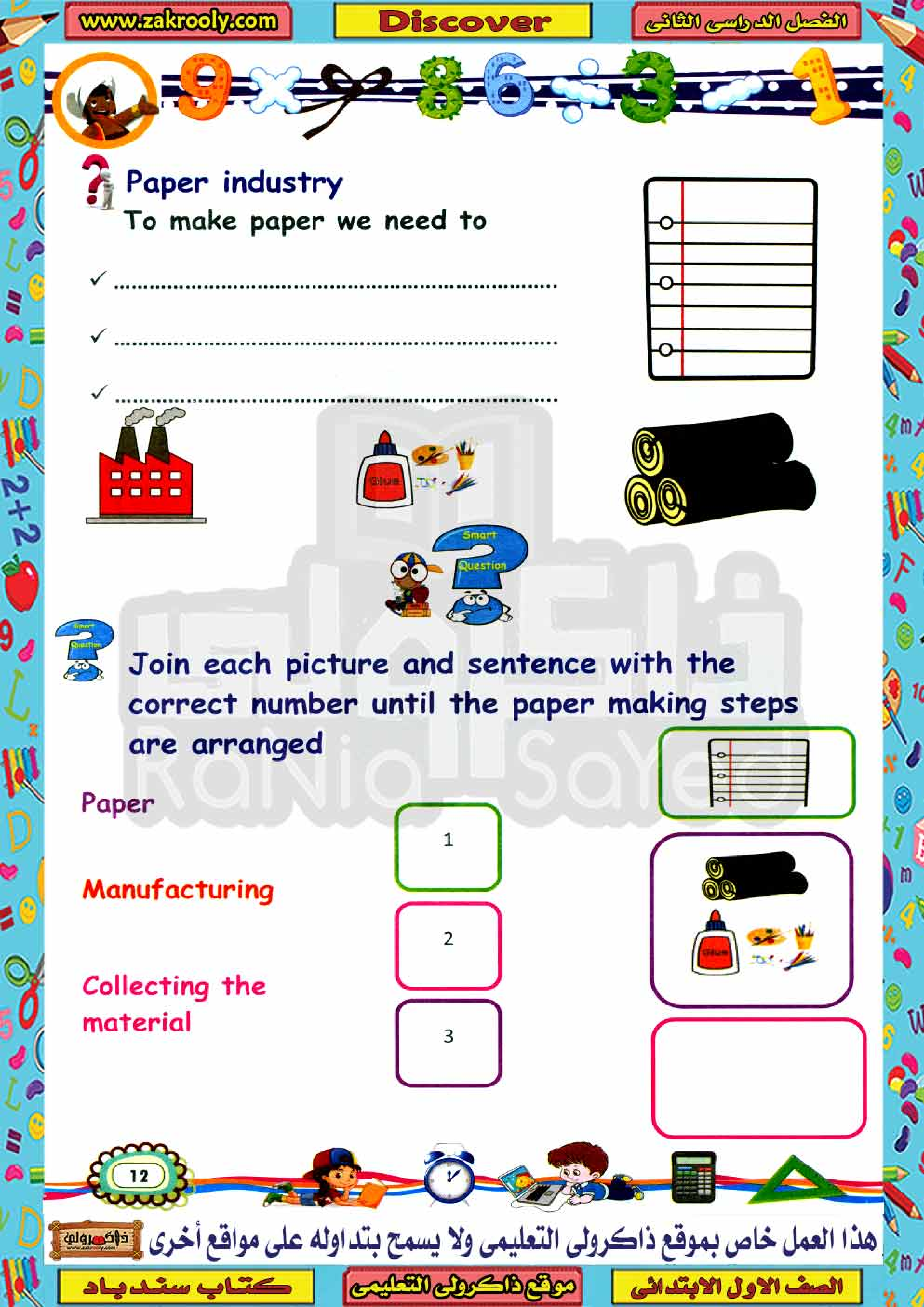
Join each picture and sentence with the correct number until the steps for making the pencil are arranged

The pencil	1	
Manufacturing	2	
Collecting the raw material	3	
Raw materials	4	

Smart Question

Order the journey of the wooden chair industry





Paper industry

To make paper we need to

✓ ....

✓ ....

✓ ....

Join each picture and sentence with the correct number until the paper making steps are arranged

Paper

Manufacturing

Collecting the material

1

2

3



Stores and marketplaces

Word to the parents

What other things do we buy from the store? What things are sold? What are the things that are manufactured? We can buy or manufacture products to take care of our needs and wants.

Products are another word that refers to what we use. We'll discover new types of products (goods) and marketplaces and where we can get them. What do you and your family buy from the marketplaces ? Many items like clothing, Personal hygiene tools, food, and toys. In this lesson, parents talk with their kids about different goods and marketplaces from where we can buy them and relating each product to the suitable marketplace.

Objective:

To develop the child's perception and to identify the environment around him.

The student learns about the products including cotton clothes, fruits, toys and plastic tools ,…………….

EXERCISE

Join each marketplace with the appropriate goods

Choose the correct answer

1-What are the goods that you can buy from

(toys - food - medicine)

2- I buy the medicine from the ....

(supermarket - pharmacy - book shop)

3- Jana buys bread from ....

(market - pharmacy - bakery)

4- What are the goods that you can buy from

(medicine - books - food)

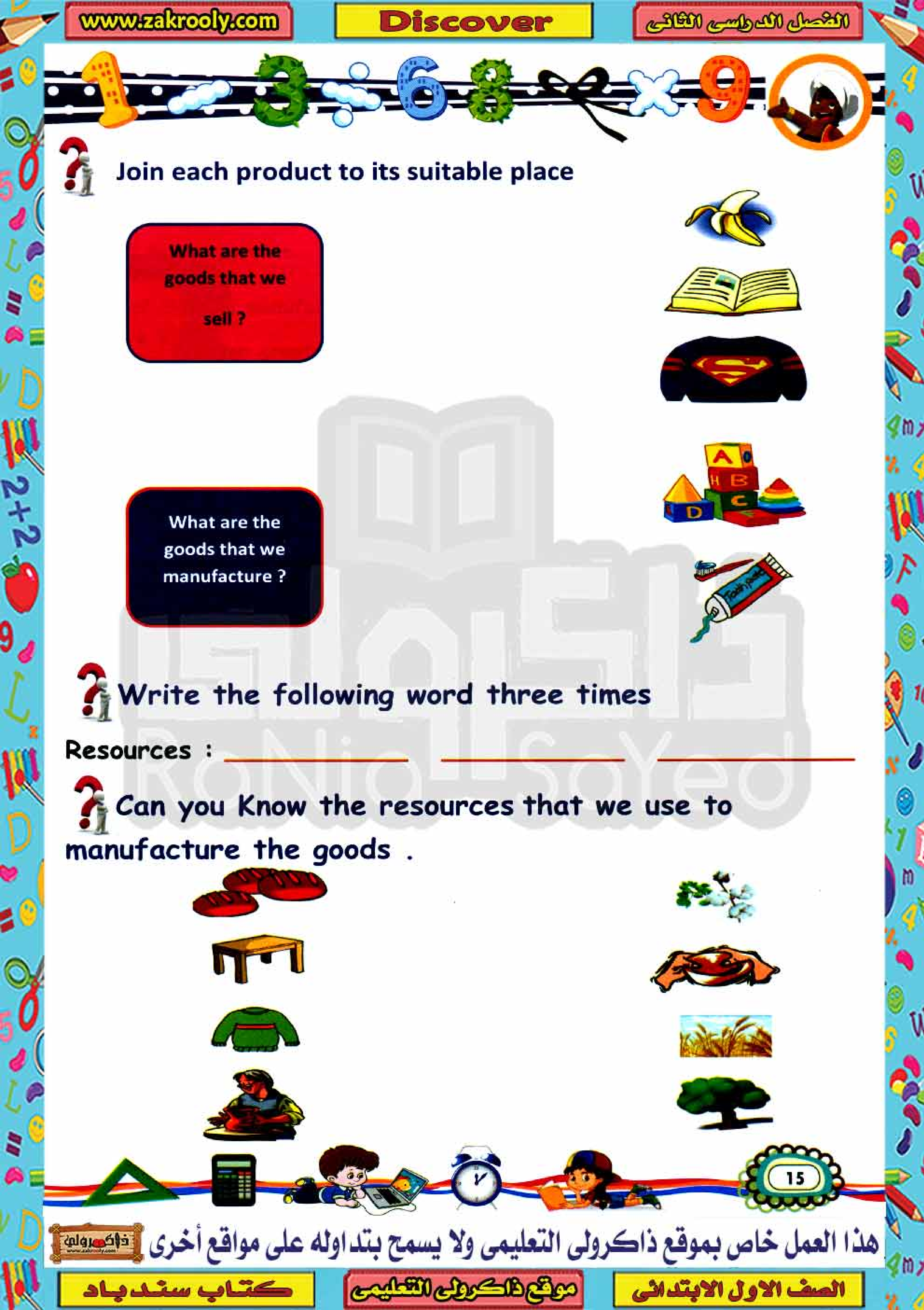
5- what are the goods that you can buy from

(bread - heigyn tools - meat)

Write the suitable item next to the market place

(bread - tooth brush - books - eggs - meat - toys)

Malak went to the to buy .... , Malak loves to read so she went to the to buy .... then she stopped at the to buy .... and before she goes to her house she went to the to buy a .... for her sister .



Join each product to its suitable place

What are the goods that we sell ?

What are the goods that we manufacture ?

Write the following word three times

Resources : ____________ ____________ ____________

Can you Know the resources that we use to manufacture the goods .



Draw a smiley face under the things that you do daily





Life Cycle of a Product

Word to the parents

stages of clothing manufacturing

First stage: Cotton growing
plant grows in a field.
The second stage: Is manufacturing or production.
Yarns are woven from cotton, and threads are woven to be turned into cloth. The cloth is then cut to the right size, and the knitting is done.
Third Stage: Buying clothes.
Clothes are brought to the stores or the market so people can buy them.
Stage 4: Wear clothes.
The final phase is throwing away (getting rid of) or recycling. They can either be donated or cut and new clothes made.
Recycle Clothes: - It can present to someone smaller than you in the body or age to wear. Or you can cut clothes and turn it into new clothes. What option do you think is best for our environment?

EXERCISE

Write the following words two times

Production: ________________ ________________

Manufacturing: ________________ ________________

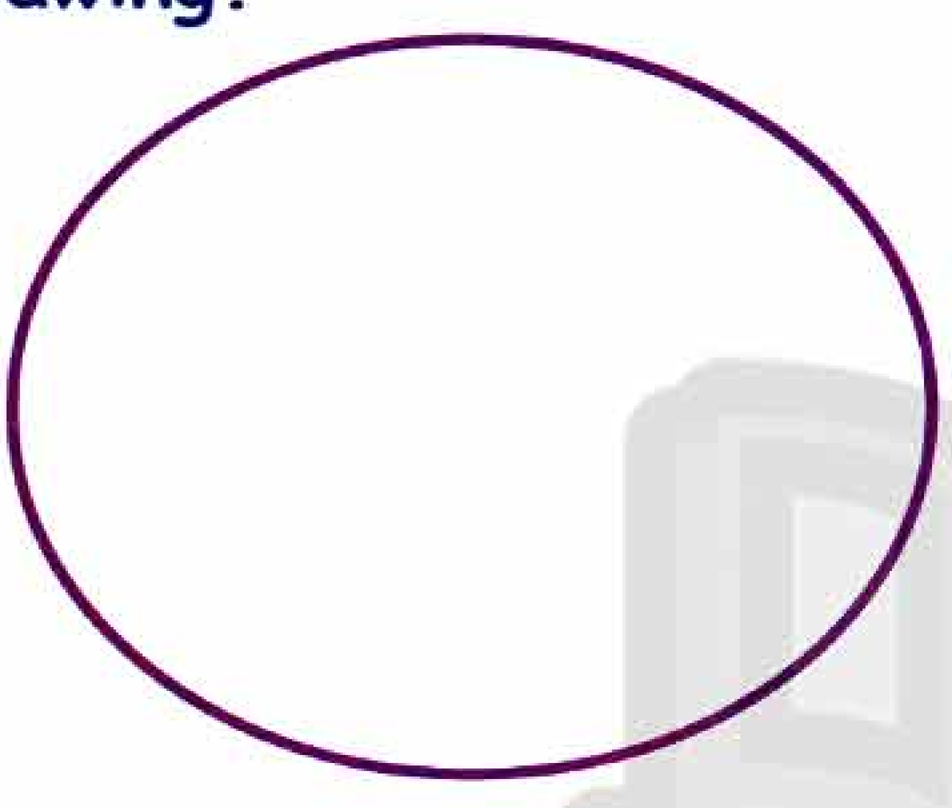
Product : ________________ ________________

Goods : ________________ ________________





In your opinion, which is better: to throw away your old clothes or to recycle your clothes? Explain with drawing.




Word to the parents

We have learned how products are manufactured in our world by learning the life cycle of a cloth. Each product we buy or sell has a similar lifecycle, but the stages may be different. At the end of this chapter, we will learn about the life cycle of bread and how it is manufactured.

Join each picture to the appropriate stage in the product life cycle.











Cotton growing | Wearing a t-shirt | Manufacturing | Recycle | Buying













Shoes life cycle

Arrange the cycle of the shoes industry

(......)

(......)

(......)

(......)

(......)

(......)

Technology and the T-Shirt.

Word to the parents

"Technology": Technology is not always a computer, but anything that people create helps us accomplish a task . Sometimes technology is a machine or invention that helps people make products more easily. These machines can help people to work and manufacture things more easily, so they are called technology.

Technology is not just in computers. Sometimes technology can be simple tools to help us do a task. Well, technology can be machinery or equipment. Technology is a man-made thing that helps us to live, work and play more easily. It is important to correct the misconception that all technology requires electricity and machinery.

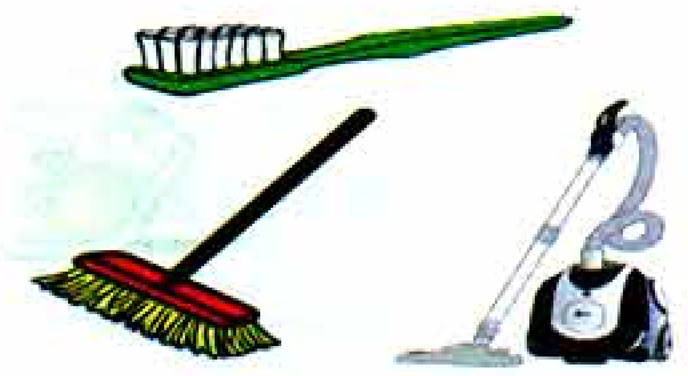
EXERCISE

Join the type of technology to its correct place

Live

Work or School

Play













Write the following word three times

Technology ______________ ______________ ______________

Read the following text to learn how clothing manufacturing has been made easier by technology.

T-shirts are made from cotton. Cotton grows on plants from fields . A person needs to pick each ball of cotton from the plants .



There is a machine that can help . the machine is called "Cotton harvesting Machine".



The first step to turn cotton into cloth is to separate it from the seeds .there is a machine that can help. the machine is called "the cotton gin "

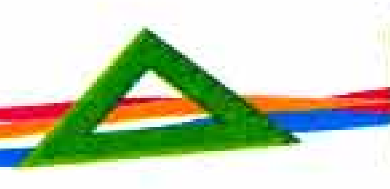


The second step to turn cotton into cloth is to spin it into yarn .yarn is then woven into fabric . There is a machine that can help .the machine is called a "loom"



To Turn fabric into a T-shirt , the fabric is cut to the correct size and shape . The fabric is then sewn together . There is a machine that can help . The machine is called a "sewing machine "

















Write the names of all the machines mentioned in the previous text

1- ______________________

2- ______________________

3- ______________________

Draw a picture of the technology you use to help you live , work and play

	Technology	Helps me to
Think about the types of technology we use during the day (Live)		______ ______ ______
Think about the technology we use in school to learn or work (work)		______ ______ ______
Think about the technology we use to play (Play)		______ ______ ______





Homework Machine

Word to the parents

The invention of something means making something that didn't exist before.

For example "What does your mother need to do every day"?

If you want to invent something, what are the right steps?

EXERCISE

Write the following word three times

Invent ______________ ______________ ______________

Join each sentence with the correct picture then write the steps in order

Set up a list	Draw a picture of your invention	Think about ideas





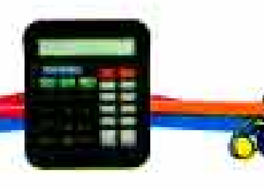


steps

1- ....

2- ....

3- ....



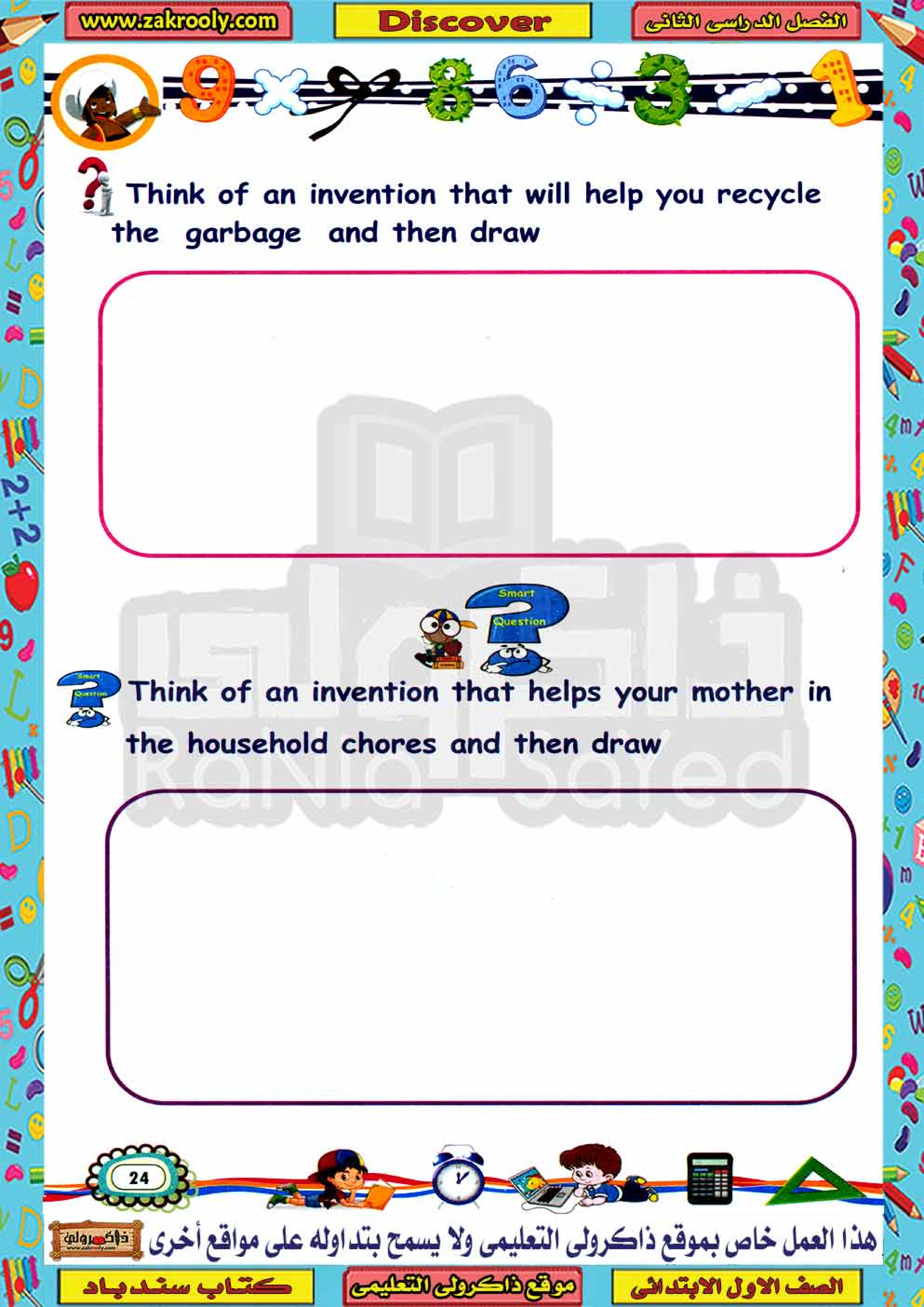












Think of an invention that will help you recycle the garbage and then draw

Think of an invention that helps your mother in the household chores and then draw





Appliances



Word to the parents

At the end of this lesson the child will be able to :

- recognize most of the household appliances.
- Demonstrate the idea that these devices are examples of technology that make life, work and play easier.
- Explain the importance of water conservation.

The machine is a machine designed to help you do something at home



Match each device to the correct action it can perform







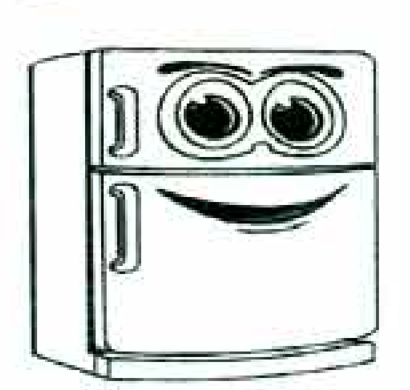


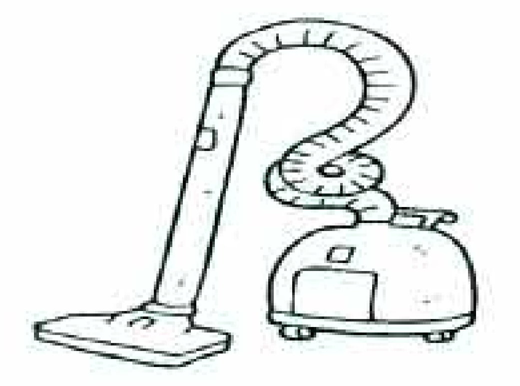
Clean Clothes | Keep food cool | Cool the air

Find information | Heat up Food

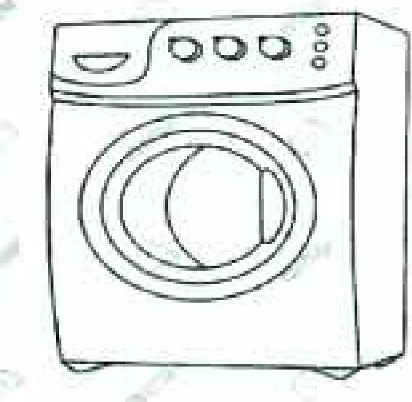


Color of each device with writing function

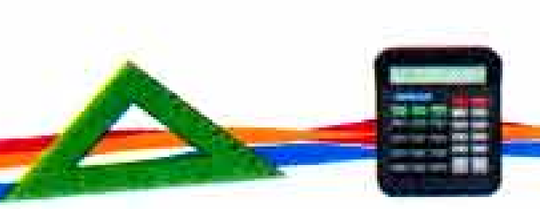








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Conserving Water

Objective

The student determines the different ways for saving the water

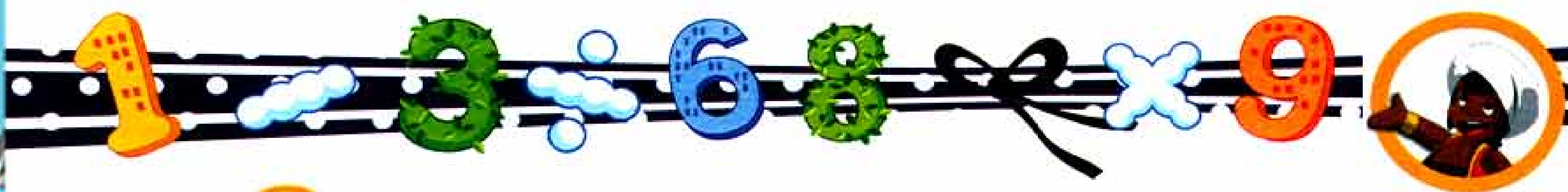
Think of all the places where you can save the water

EXERCISE

Put (√) under the correct behavior and (X) under the wrong behavior

( ) ( ) ( )

( ) ( ) ( ) ( )



Turning Wheat into Bread

Objective

Students learn how to make a loaf of bread
Students learn how to convert wheat into bread

Read the following story.



Farmer Adel has a wheat field .Each season , he plants seeds and wait for his wheat to grow

After farmer Adel's wheat is grown, he uses his tractor to harvest the wheat.



The farmer Adel sends his wheat to a factory to make flour.



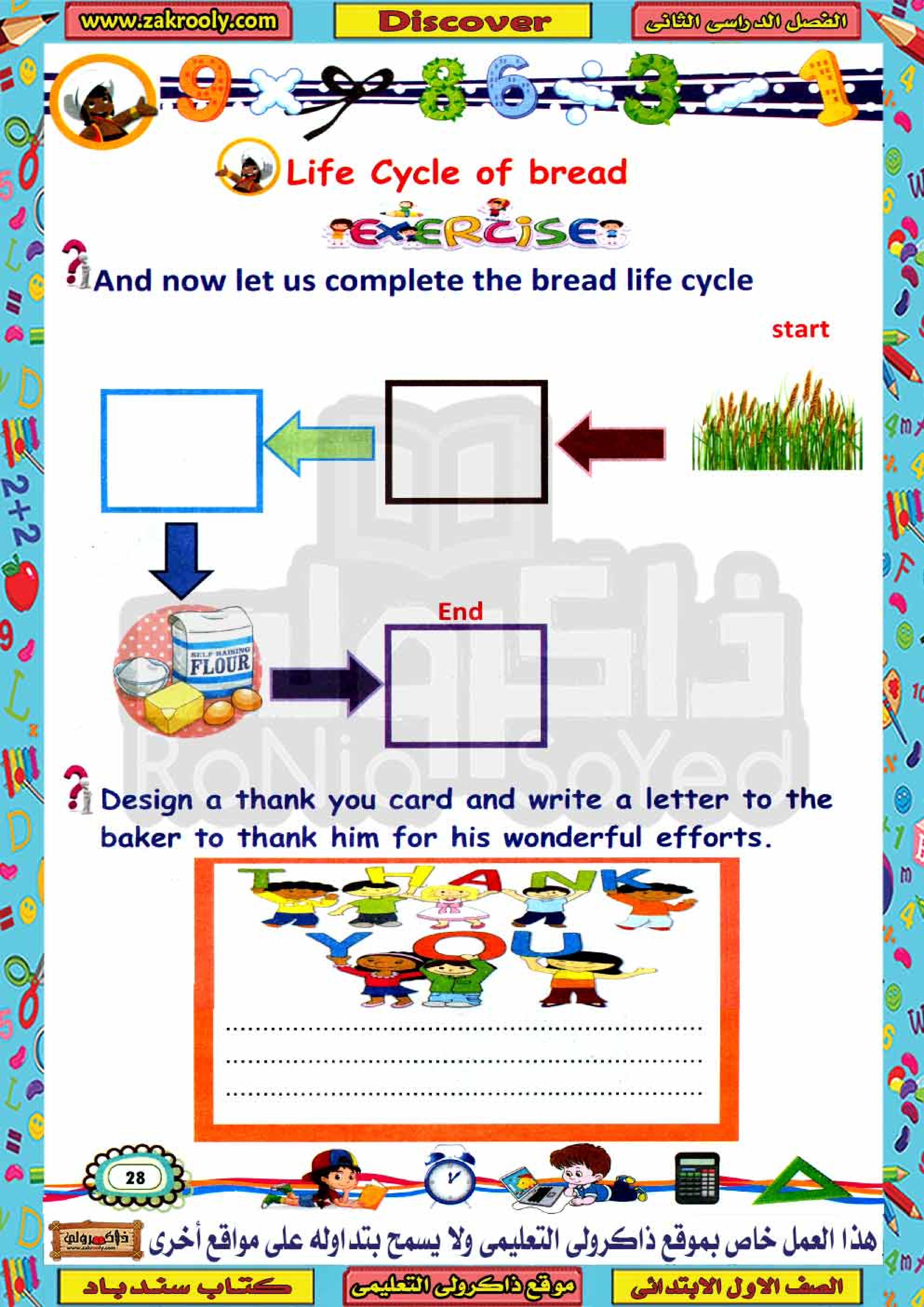
Baker Hani uses the flour to make the bread .
he sells bread in his shop .

People buy the bread from the bakery to eat on supper .









Life Cycle of bread

EXERCISE

And now let us complete the bread life cycle

Design a thank you card and write a letter to the baker to thank him for his wonderful efforts.

....

....

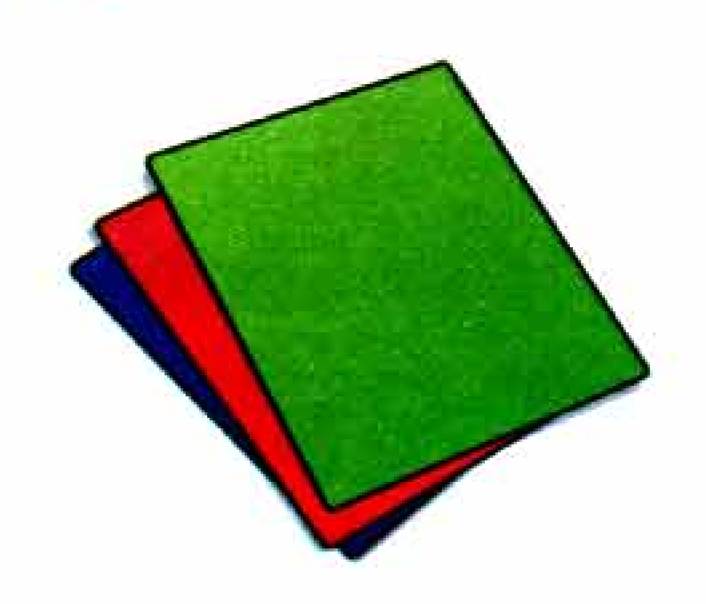
....







A journey for making a toy game

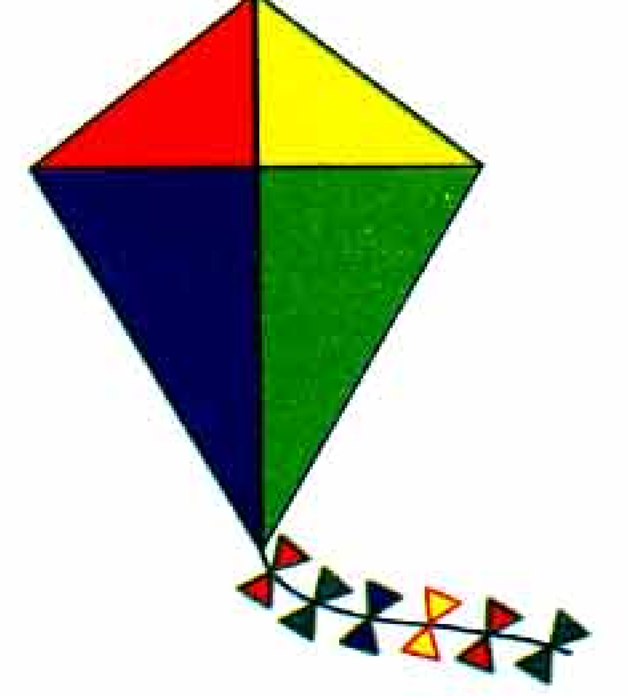


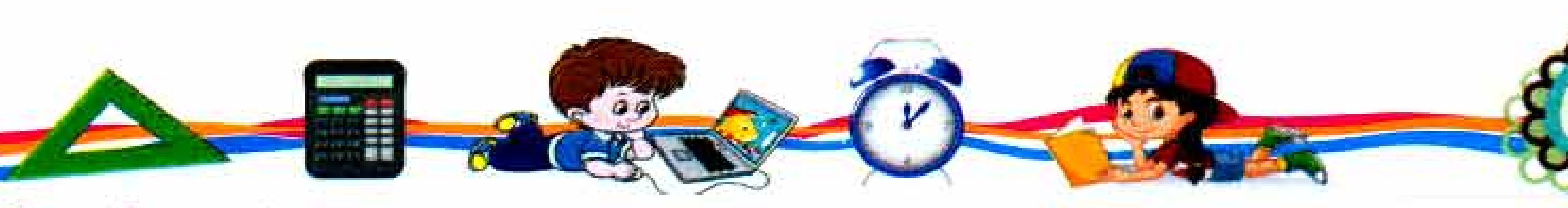


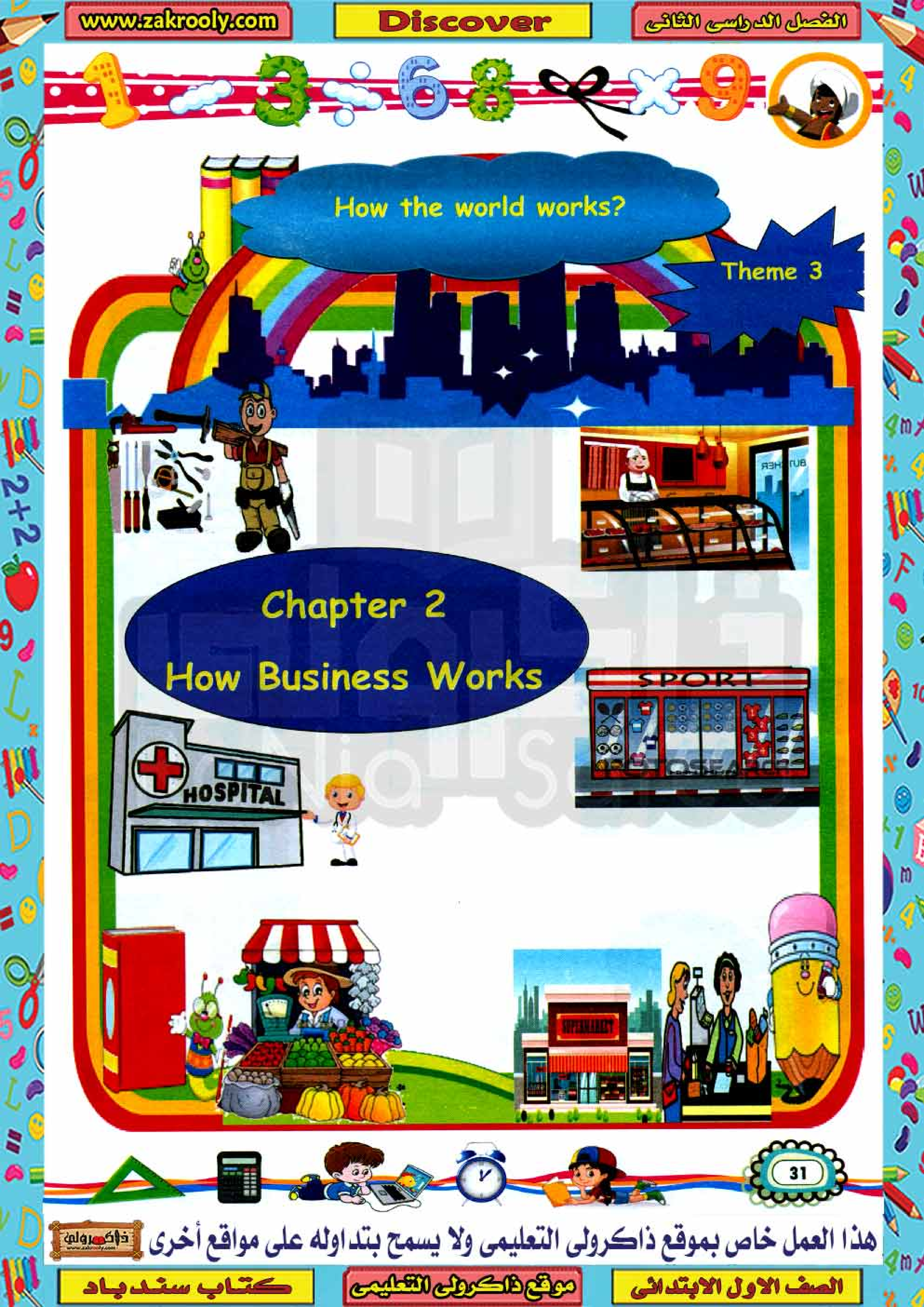


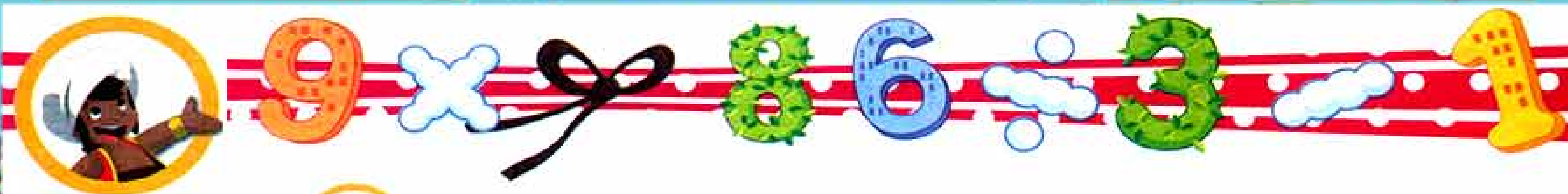









How the world works?
Theme 3
Chapter 2
How Business Works
HOSPITAL
SPORT
SUPERMARKET





Goods and Services



Word to the parents

In this lesson, the parent talks to his child about the classification of Goods and services.



Join each picture with the suitable word





Services shop

Goods shop

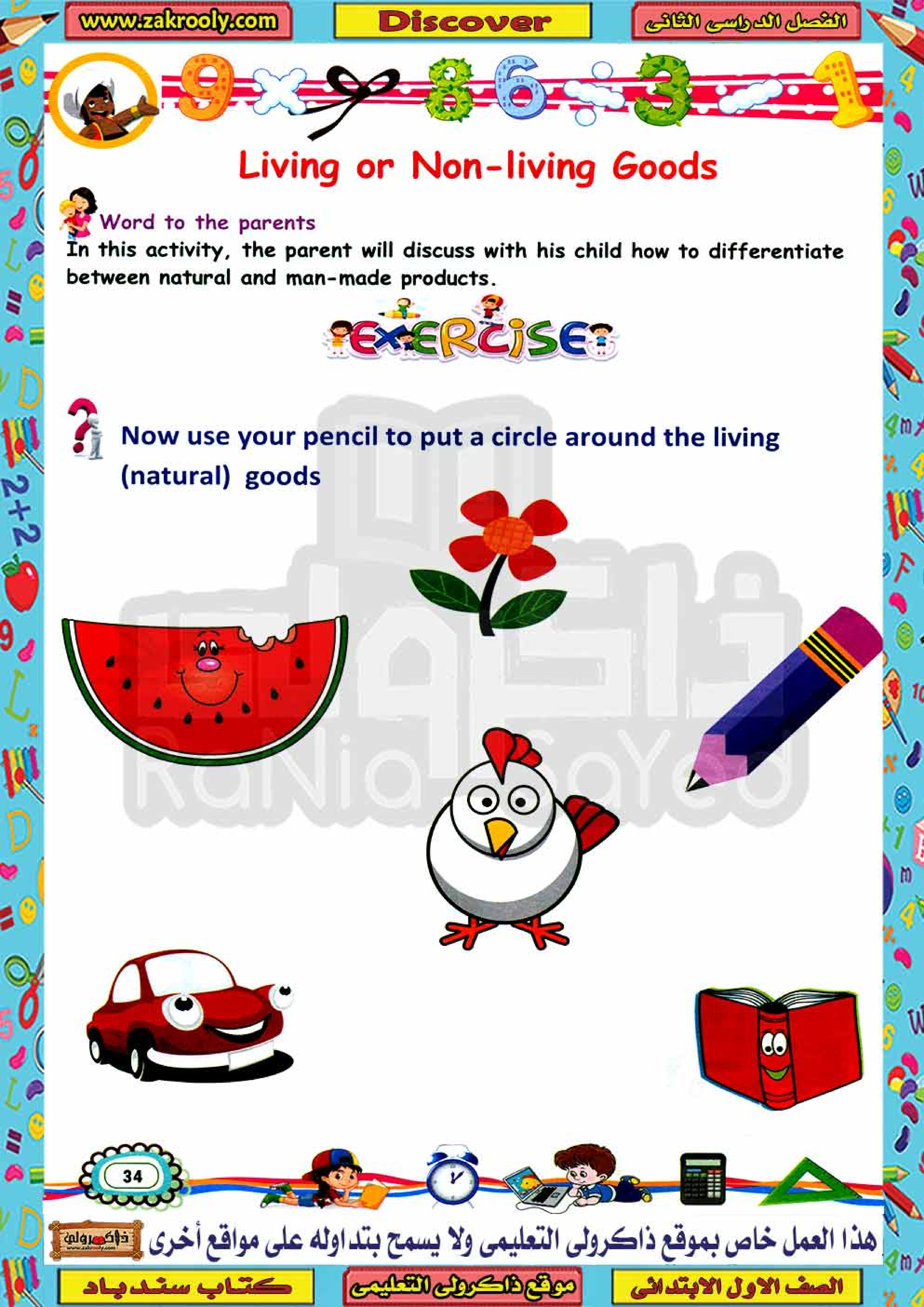









Join the job with the correct place and tools
Place
Job
Tool
BAKERY SHOP
OPEN
GARAGE SERVICE



Living or Non-living Goods

Word to the parents

In this activity, the parent will discuss with his child how to differentiate between natural and man-made products.

EXERCISE

Now use your pencil to put a circle around the living (natural) goods




Put a ring on the things that are man-made











Now use your pencil to put a circle around the living (natural) goods



Types of Transportation

Word to the parents

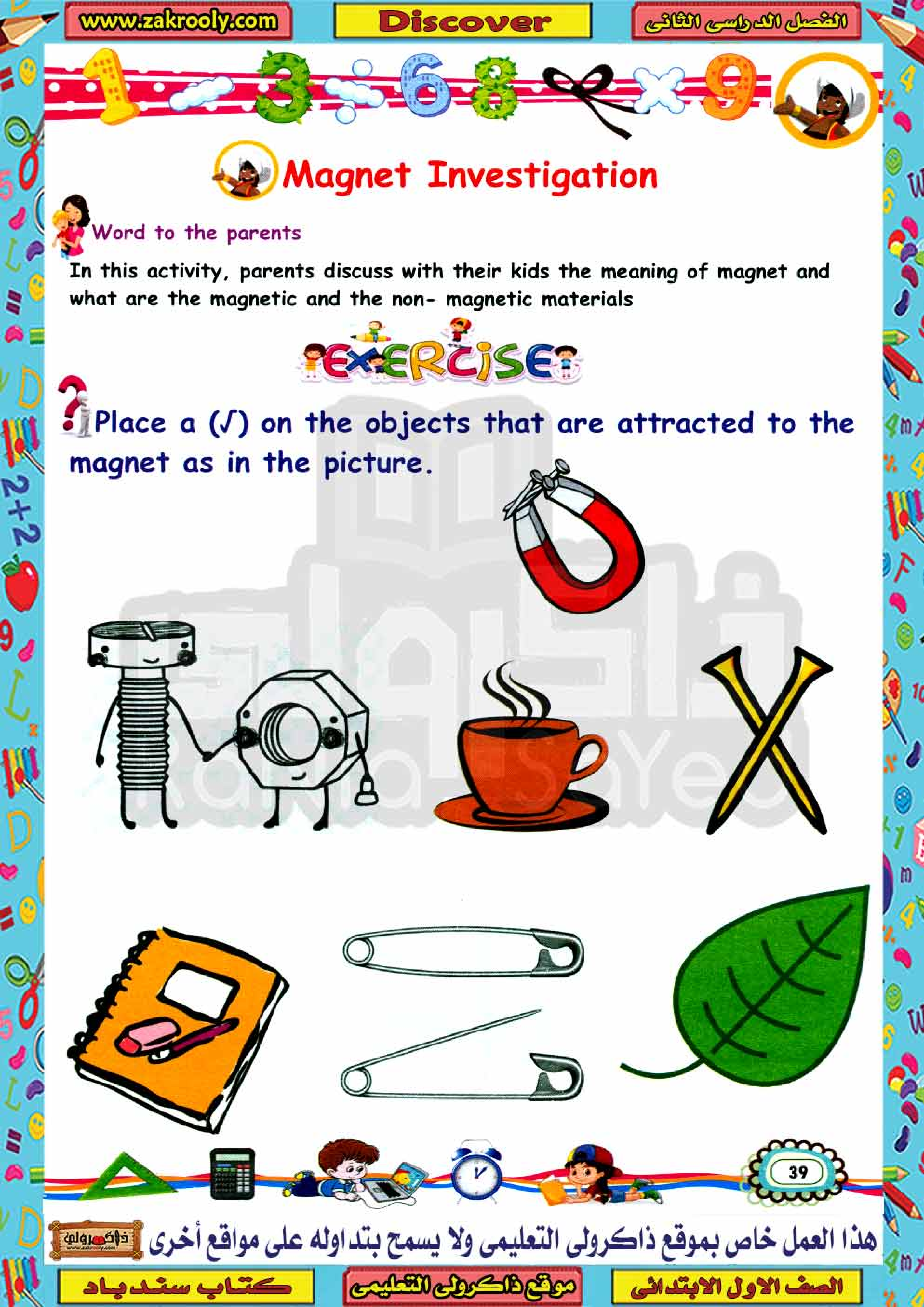
In this activity, parents will discuss and classify with their children how to transfer people and transport products.

EXERCISE

Put (√) under the transportation used to transport the goods and put (x) on the transportation used to transport the people.



Circle the pictures used to transport goods



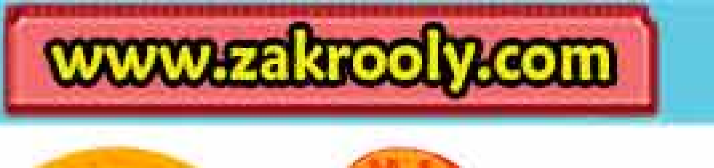
Magnet Investigation

Word to the parents

In this activity, parents discuss with their kids the meaning of magnet and what are the magnetic and the non- magnetic materials

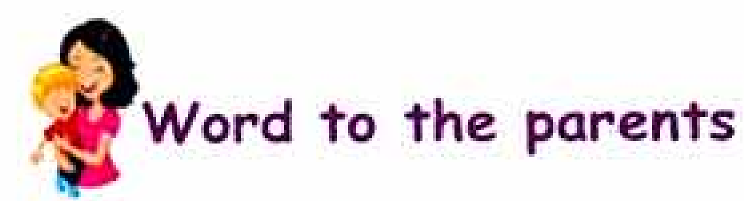
EXERCISE

Place a (√) on the objects that are attracted to the magnet as in the picture.




Compass





Word to the parents

In this activity, the parent will identify the original directions, observe the daily movement of the sun in the sky and use the compass to identify the original directions.

EXERCISE

Determine the time in the picture when the direction of the sun in the direction of the east?

Morning ( )

Midday ( )

Before sunset ( )



Can we determine the direction of the sun without the compass

Yes ( )

No ( )

What direction the compass points at ?

North ( )

East ( )

West ( )

South ( )










Where is the magnet ?



Word to the parents

In this activity, parents will identify with their children how to use the magnet in transportation.

EXERCISE

Put a circle around the magnet in the picture



A Tourist for a day

Word to the parents

In this activity, the parent will identify with his / her child how tourists will communicate with the businesses.
The tourist determines his daily activities using the hour and time to express his schedule .

EXERCISE

Join each picture with the suitable place



EXERCISE

Imagine that you're a one day tourist, write down a place that you will visit every time it shows on a clock











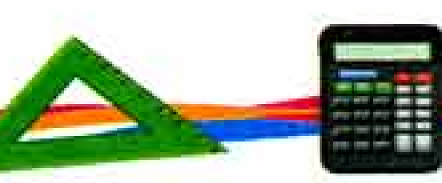









....









Popular touristic places in Egypt

Word to the parents

In this activity, the parent with his child will recognize the most popular touristic places in Egypt

EXERCISE

Join each picture with the right place

Citadel of Salah al-Din

Khan al-Khalili

Egyptian museum

Sharm El-Sheikh

The pyramids





Destination Egypt

Word to the parents

The parent in this activity with his child will recognize how tourists travel to Egypt

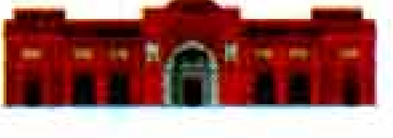
EXERCISE



Answer the following

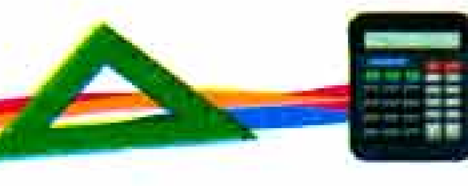
- **Select some of the countries from which tourists come to Egypt........... And.......... And...........**
- **Why do tourists travel to Egypt? .... And.............. And..............**













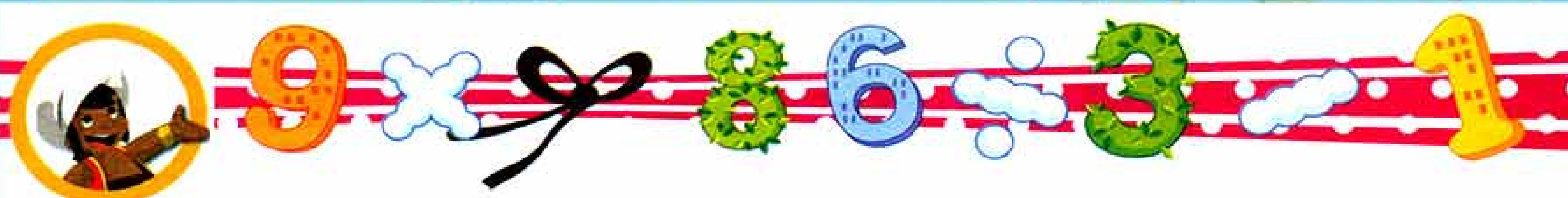






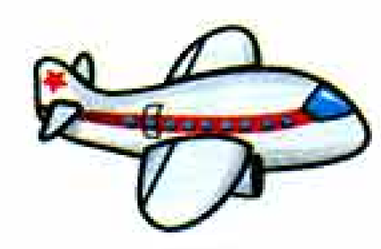






Put (√) in front of the correct choice (it could be more than one picture)

How tourists travel to Egypt ? ....




Write a letter to a friend at home telling him about your vacation. Fill in the spaces to complete the letter.

Dear ....(name of friend)

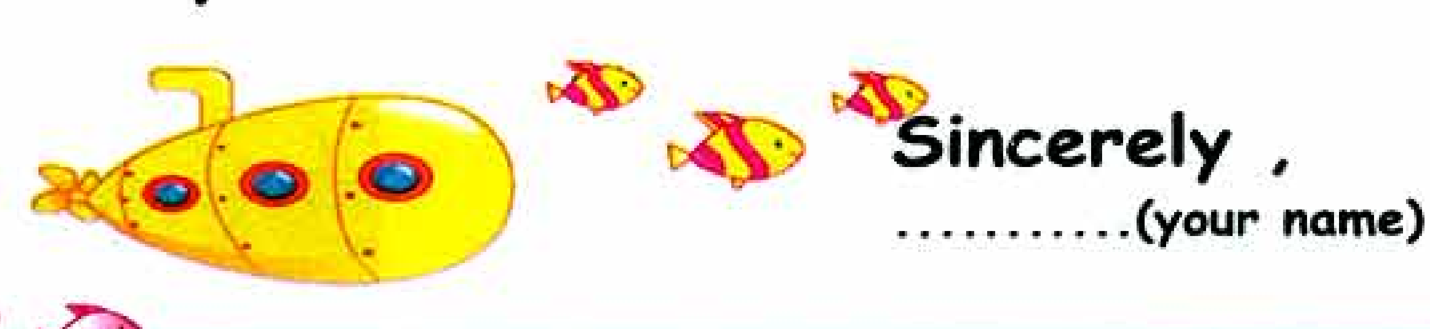
We just visited Egypt , we saw many business and landmarks

My favorite place was ....

I bought a .... ata ....store

The food was delicious at ....

Wish you were here too .



Sincerely ,

...........(your name)











How the world works?
تفوقك في أي عمل عليه العلامة دي
Theme 3
Chapter 3
Buying , Selling and Saving
FRUITS & VEGETABLES
to buy
to sale
BAKERY



Personal Hygiene

Word to the parents

The child will discover

- Clarifying the daily system of personal hygiene.
- Mention the name of personal hygiene tools .
- difference between buying, selling and saving terms.

EXERCISE

write the suitable word under each picture

Word bank

Toothbrush soap shampoo

toothpaste Towel

comb

Join each picture with the correct word



Toothpaste

Soap

Towel

Shampoo

Toothbrush

Comb



Daily Diet

EXERCISE

Put √ around the healthy food we should eat every day.

( ) ( ) ( ) ( )

( ) ( ) ( ) ( )

( ) ( ) ( ) ( )

Join each picture with the correct word

Healthy food

Unhealthy food



Going Shopping

Word to the parents

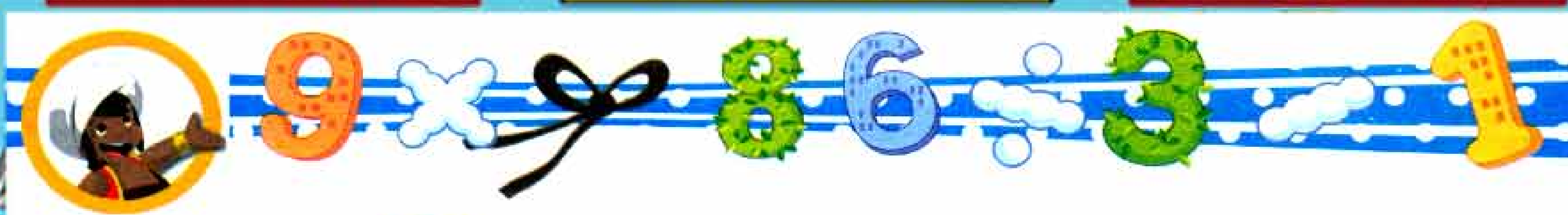
The child will identify the events and characters of the story and calculating the purchases and understands the importance of following the instructions when buying and selling

Nadia and her mother went to buy the items on the following list
What shops should be visited?

EXERCISE

Match the shopping list item with the store where it is sold

shopping list	Stores	shopping list
Bread	SHOP	medicine
T-Shirt	Pharmacy	Toothpaste
	BOOKSHOP	book
Honey	SUPERMARKET	
Toothpaste	BAKERY SHOP	Comb



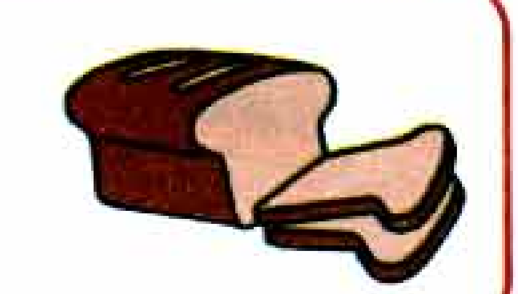


Shopping for Nadia

Read the story with your child, then arrange the places Nadia visited with her mother

Nadia and her mother are tourists in a town, and in the morning Nadia went with her mother to shop.

First, they go to the bakery to buy bread, the bread smells good.
Nadia's mother pays the baker 5 L.E..



Next , they go to the grocery store to buy honey.
Nadia's mother pays the grocer 5 L.E.



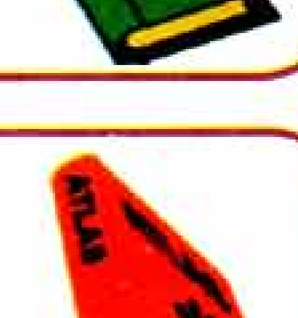
Next, they go to the pharmacy to buy medicine.
Nadia's mother pays the pharmacist 9 L.E.



Then they go to the clothing store to buy a shirt,
Nadia's mother pays 11 L.E. for the shirt.



Finally they go to a bookstore to buy a book, Nadia wants to read on the train ride home.
Nadia's mother paid the book seller 7 L.E..



Nadia see a of maps she went to the bookstore,
It costs 20 L.E.
She will save her money so she can buy it next time.















EXERCISE

And now arrange th places that Nadia visited with her mom by number



( )

( )

( )

( )



( )



Put a Circle around the most expensive product.
Draw a triangle about the least expensive product.
Then select two products to buy. Complete the sentences

30 L.E	10 L.E	40 L.E
5 L.E	5 L.E	50 L.E

I will buy .... and ....

Price .... Price ....

.... + ... = ...

I need .... pounds to buy these products





Choose two products that you can buy .

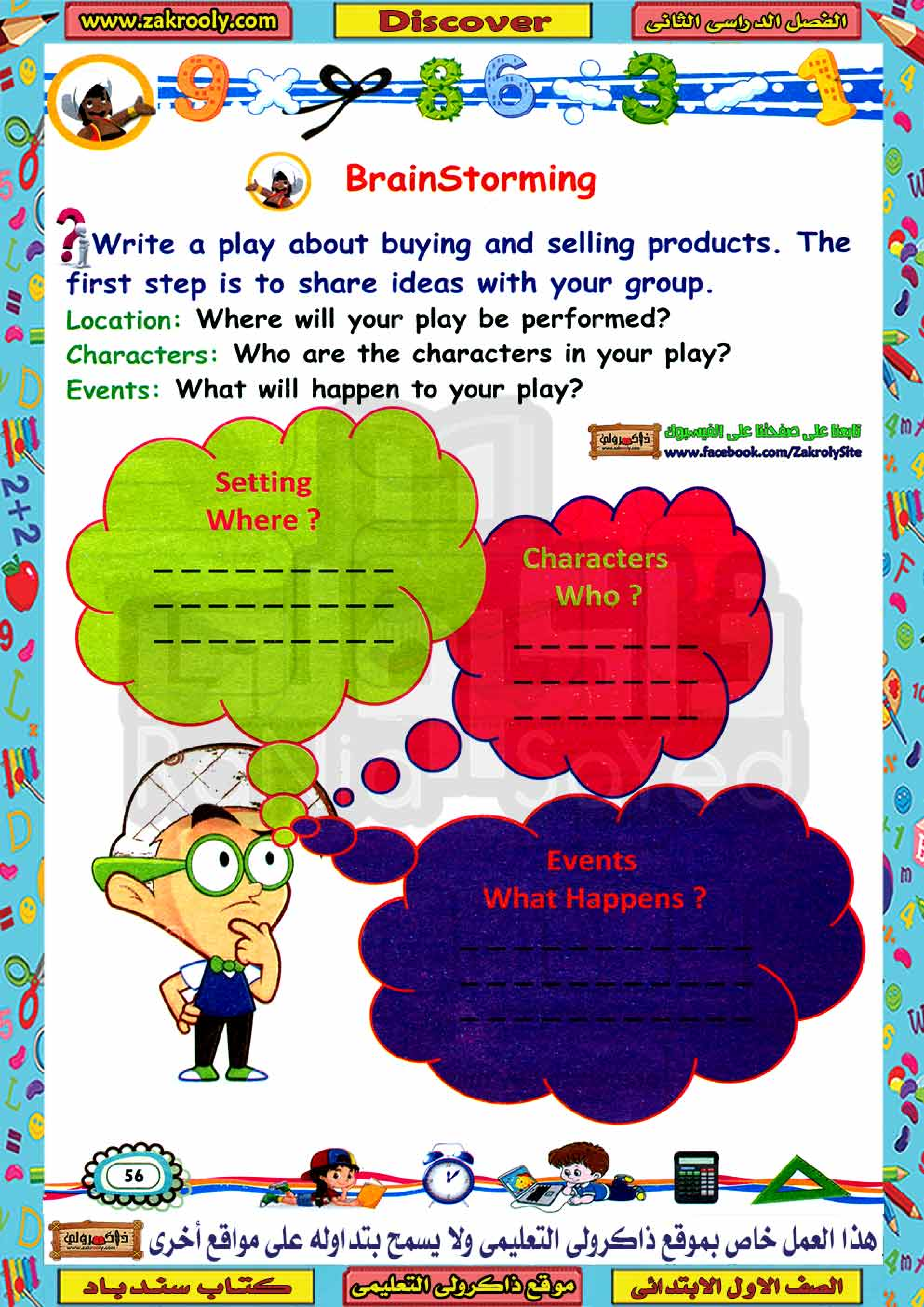
I will buy .... and ....

Price ....

Price ....

.... + ... = ...

I need .... pounds to buy these products



BrainStorming

Write a play about buying and selling products. The first step is to share ideas with your group.

Location: Where will your play be performed?

Characters: Who are the characters in your play?

Events: What will happen to your play?

Setting
Where ?

Characters
Who ?

Events
What Happens ?

Now complete the following dialogue

Customer 1 arrives at the store

Store worker 1: Hello, can I help you?

Customer 1 : I am looking for _ _ _ (good from the store)

Store worker 1: Of course ,let me show you where it is .

Customer 1: How much does _________ cost ?

Store worker 1: It costs _______________ (cost of good).

Customer 1: Here is ________________ (Amount)

Customer 1hands The Store worker 1 money for the item.

Store worker 1: Thank you. _ _ _ _ (Product from the store)

Store worker 1 hands the item to Customer 1

Customer 1 thanks store worker 1

Store worker 1 answers him back with a smile and says, "I am happy to deal with you."

Store worker 2 stands behind the cash register machine.

Customer 2 arrives at the store.

Store worker 2: Hello, can I help you?

Customer 2 : Do you have any _ _ _ _ _ _ _ _ _ _ _ _ ? (good from the store)

Store worker 2: I think so. Let me show you where.

Customer 2 : Here is it , thank you. how much does _ _ _ _ _ _ _ _ _ _ _ _ _ _ cost ?

Store worker 2: It costs _ _ _ _ _ _ (Price of the product)

Store worker 2 here you are _ _ _ _ _ _ _ (Amount)

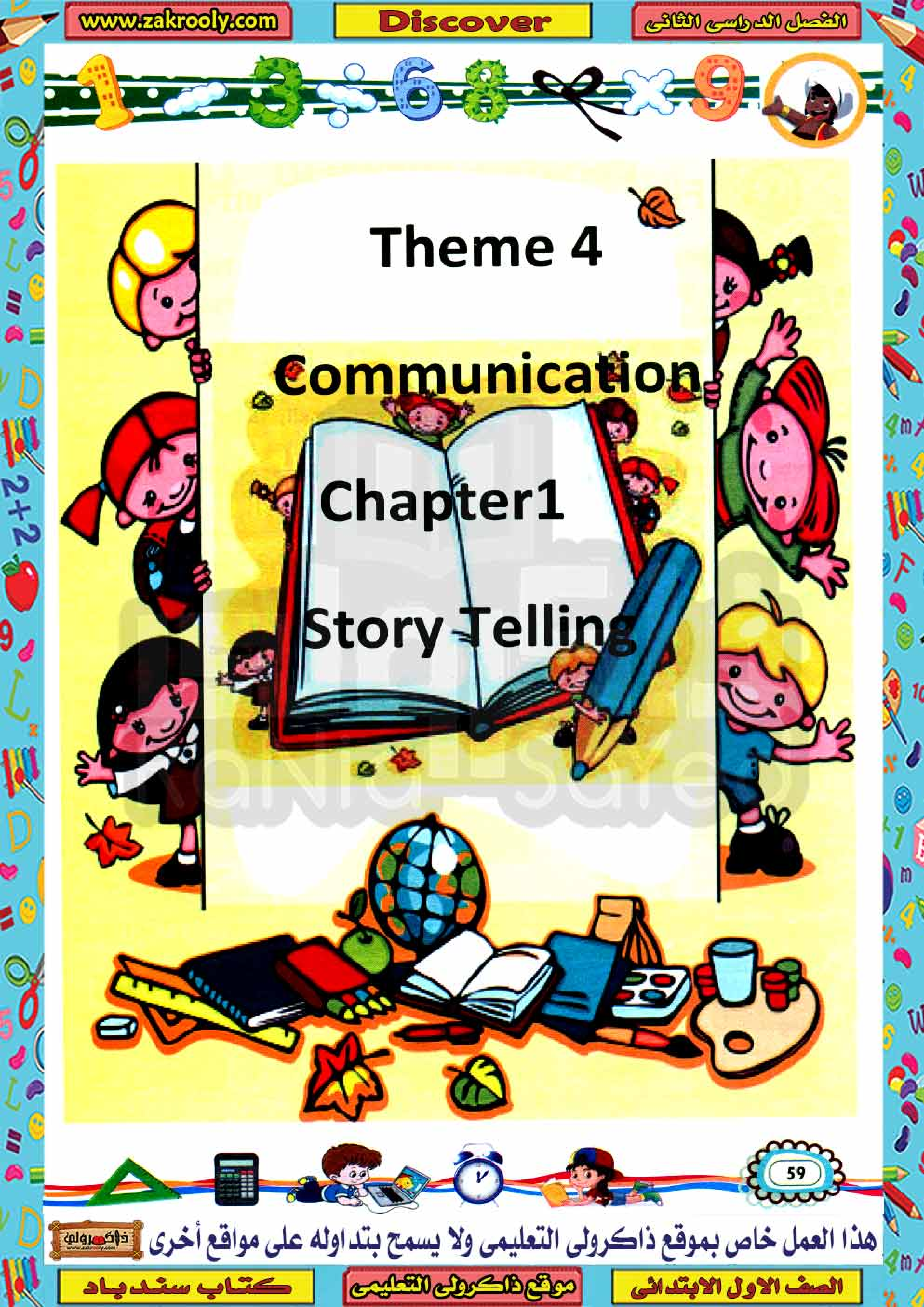
Customer 2 pays Store worker 2 money for the product.

Store worker 2: Thank you.here is your _ _ _ _ _ _ (item from store)

Store worker 2 Hands the item to Customer 2

Customer 2 thanks Store worker 2, and Store worker 2 responds with a smile and saying, "I am happy to deal with you."





Theme 4

Communication

Chapter1

Story Telling





Five senses Scavenger hunt



In this chapter the student will discover the following

- Comparison between objects using five senses.
- Find descriptive words related to the five senses

Find things using the five senses

Search for objects in your house that you can see, smell, taste, touch, or hear.

Employing the senses is an important part of storytelling as it helps others to live with story events.

EXERCISE

Tick (√) under the picture that fits the sense in each row.

sight			
Smelling			
Tasting			
Touch			
Hearing			







Describing Materials

Look at the two objects in each row. Choose the correct word that describes each object and write the correct word on the line under the picture

Sight	______	______
Smelling	______	______
Tasting	______	______
Touching	______	______
Hearing	______	______

Small
Large
Fresh
Stincky
Sour
Sweet
Smooth
Bumpy
Ringing
Ticking





Sarah bakes a cake

Word to the parents

In this chapter the child will discover the following.

- Connect the diagram to the text
- Organize it into serial events in order to make a story
- Imagine the sequence of events

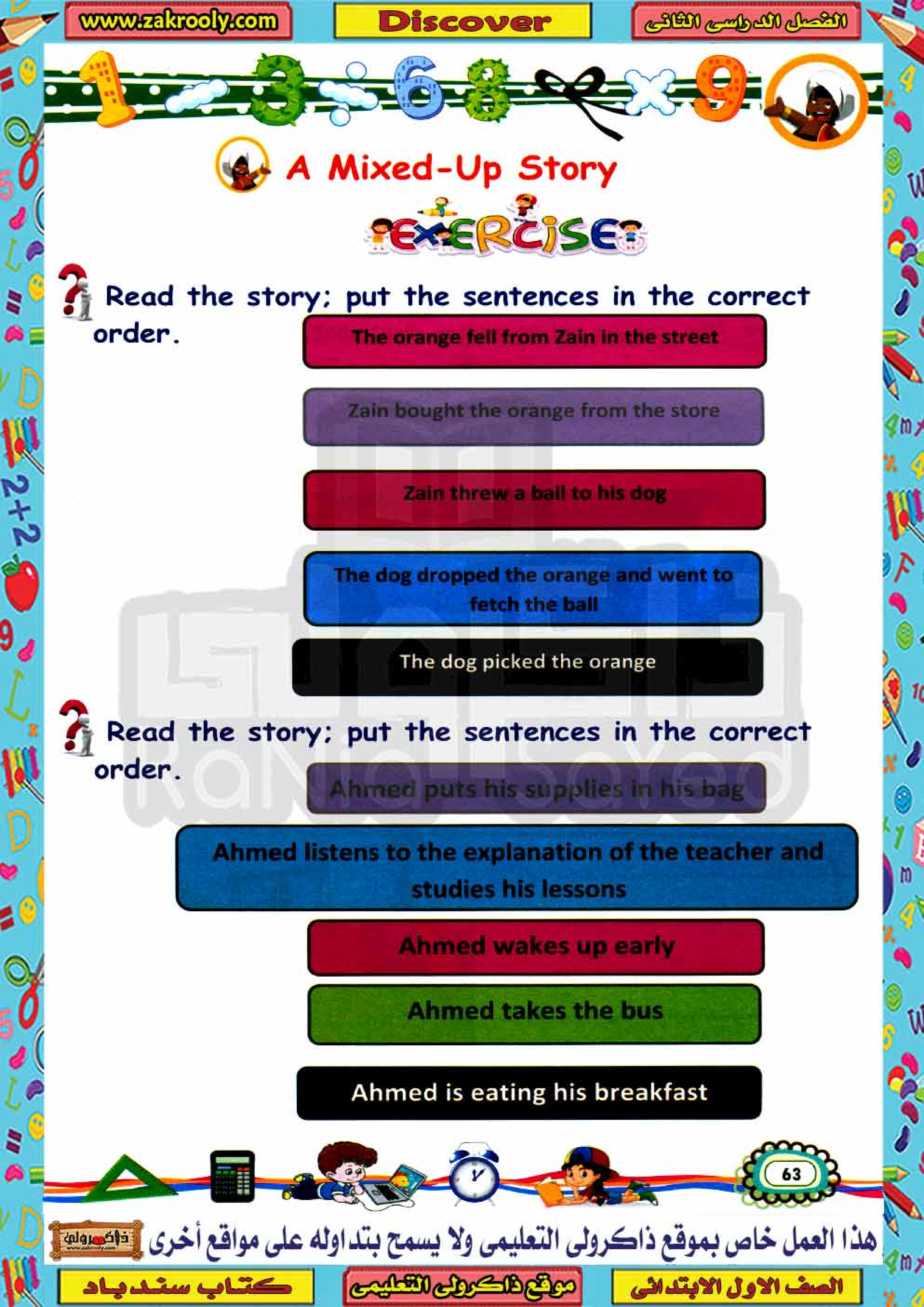
Read the story

Sarah is hungry, so she decides to bake a cake with her friends. First , Sarah gets the ingredients. Next , Sarah mixes the ingredients. Then, she puts the ingredients in the pan . Sarah puts the pan in the oven . the cake smells delicious as it bakes.
Sarah hears the timer ding . The cake is done. Sarah eats the cake with her friends. Yum !



Join each picture with the correct number until the cake baking steps are arranged





A Mixed-Up Story

EXERCISE

Read the story; put the sentences in the correct order.

- The orange fell from Zain in the street
- Zain bought the orange from the store
- Zain threw a ball to his dog
- The dog dropped the orange and went to fetch the ball
- The dog picked the orange

Read the story; put the sentences in the correct order.

- Ahmed puts his supplies in his bag
- Ahmed listens to the explanation of the teacher and studies his lessons
- Ahmed wakes up early
- Ahmed takes the bus
- Ahmed is eating his breakfast





Can pictures tell a story ?



Word to the parents

The parent asks his child to look at the pictures and then ask them where the picture is and in which season of the year? Then look at the details in the picture. Now, can you tell me a story about what's going on in the picture?

EXERCISE



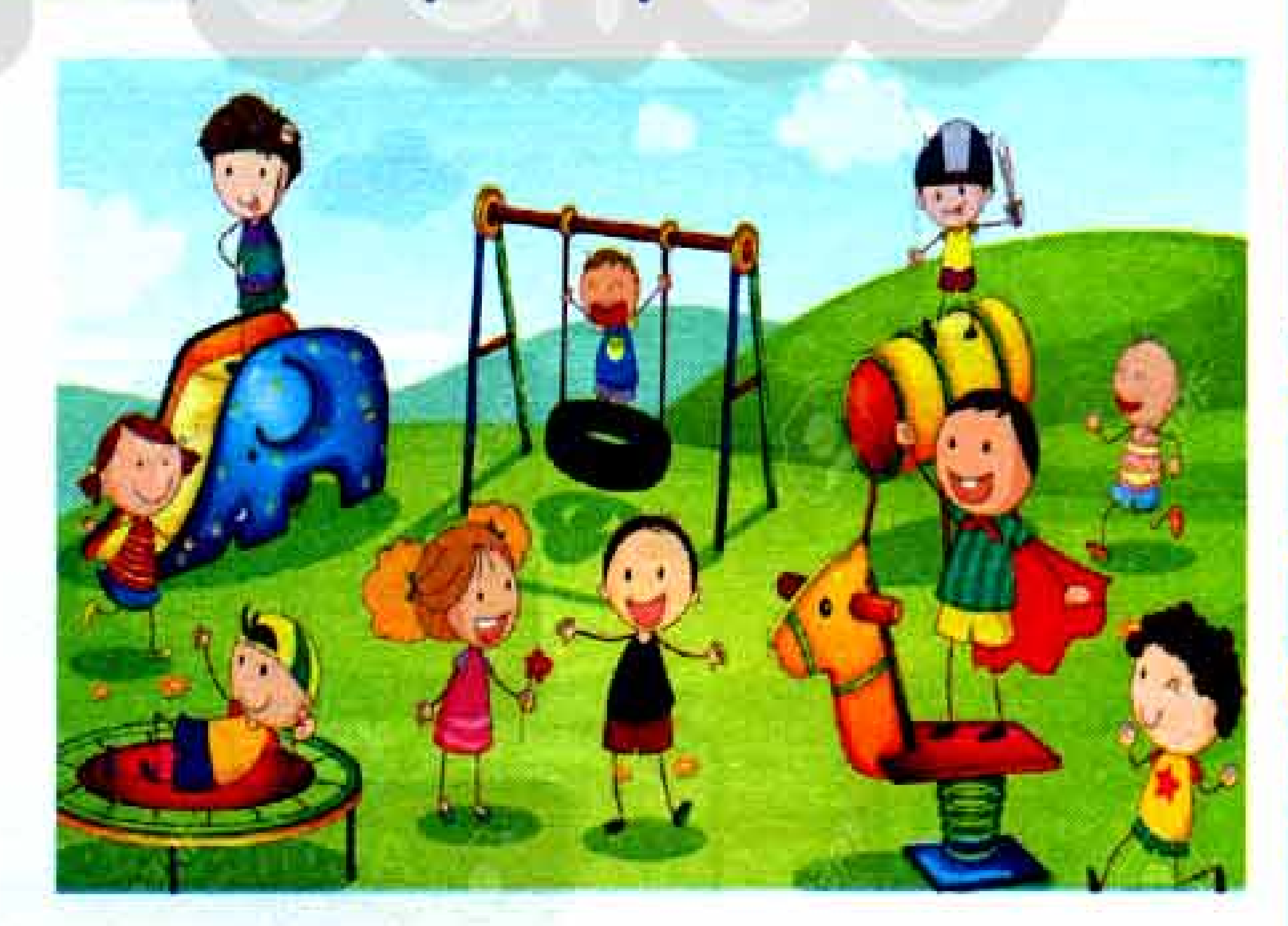
look at the pictures . What story do you tell?







look at the pictures . What story do you tell?



....

....

....

....

....







My favorite place



Word to the parents

The guardian tells his child

Look at the picture , close your eyes and think carefully when I ask you questions. Are you inside or outside?

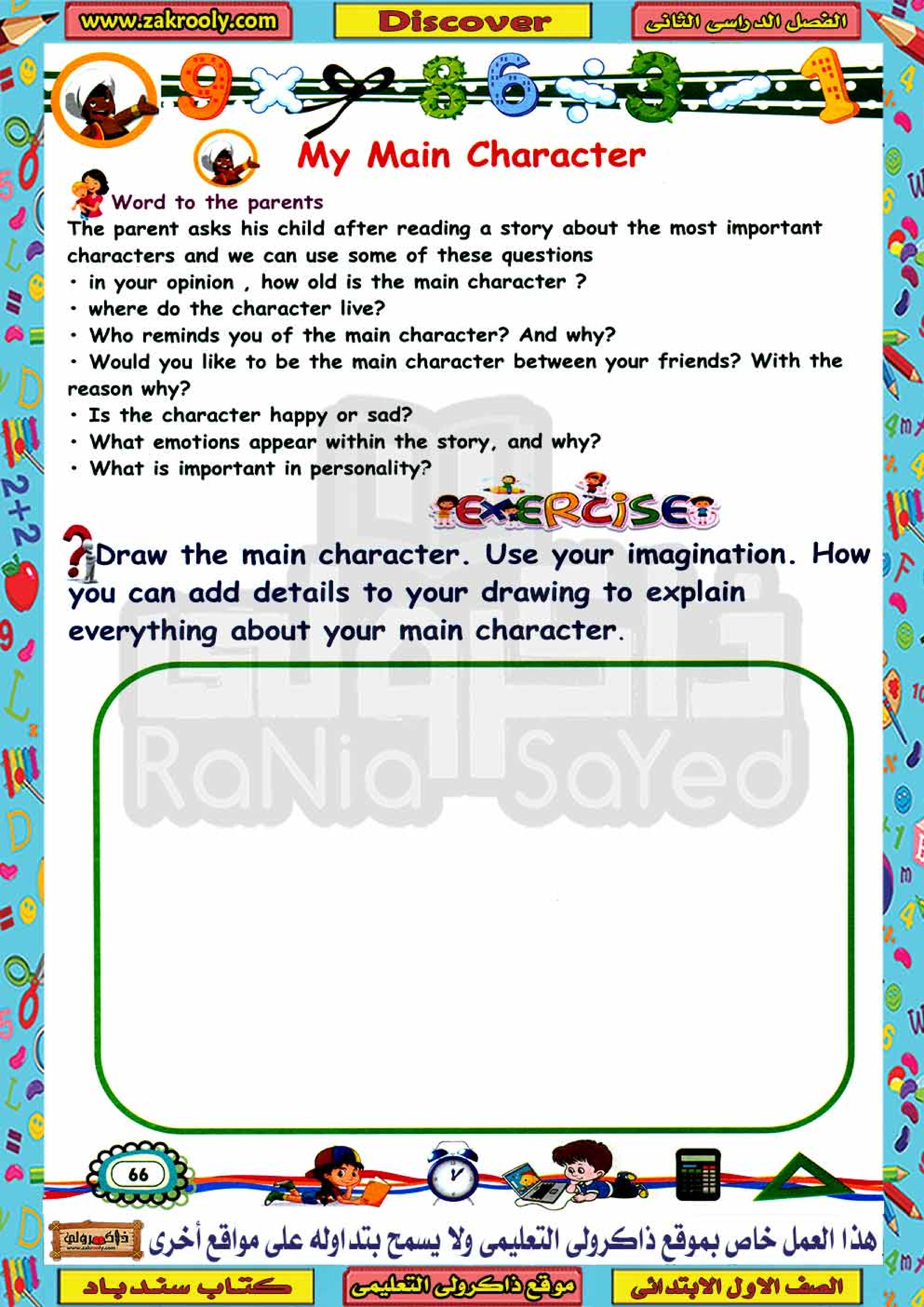
The parent says: Use your imagination to look around you. Look around you.

- What shapes do you see?
- What colors do you see?
- What sound do you hear?
- Do you hear the sounds of animals?
- Do you hear people's voices?
- What do you feel around you?
- What can you touch?
- What do you do in your favorite place?
- are you eating ? where?
- What can you eat in your favorite place?

EXERCISE

Draw quietly and carefully so you can use your memory to draw the place. Remember, you draw the place only. There should be no characters in these drawings.





My Main Character

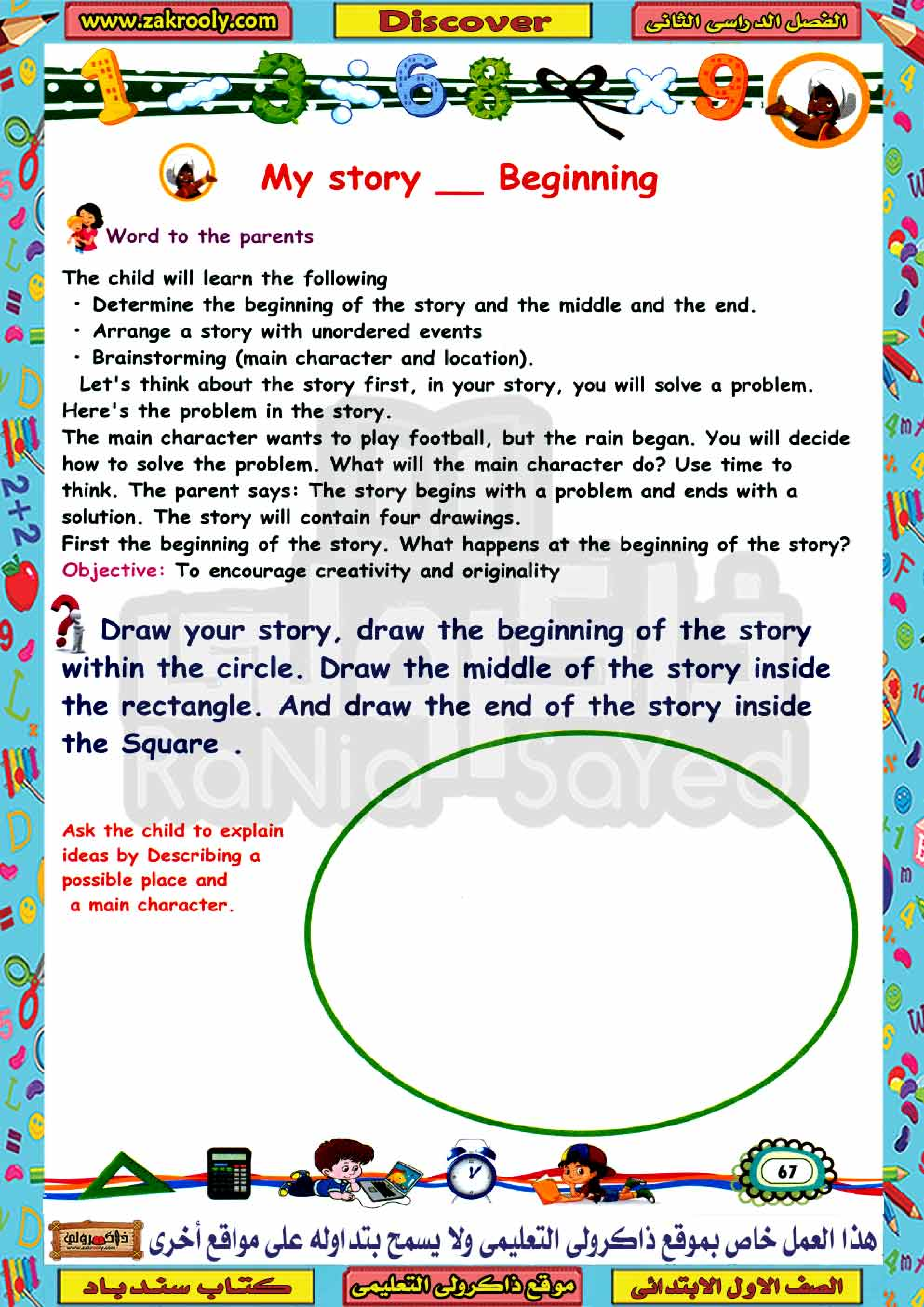
Word to the parents

The parent asks his child after reading a story about the most important characters and we can use some of these questions

- in your opinion , how old is the main character ?
- where do the character live?
- Who reminds you of the main character? And why?
- Would you like to be the main character between your friends? With the reason why?
- Is the character happy or sad?
- What emotions appear within the story, and why?
- What is important in personality?

EXERCISE

Draw the main character. Use your imagination. How you can add details to your drawing to explain everything about your main character.



My story __ Beginning

Word to the parents

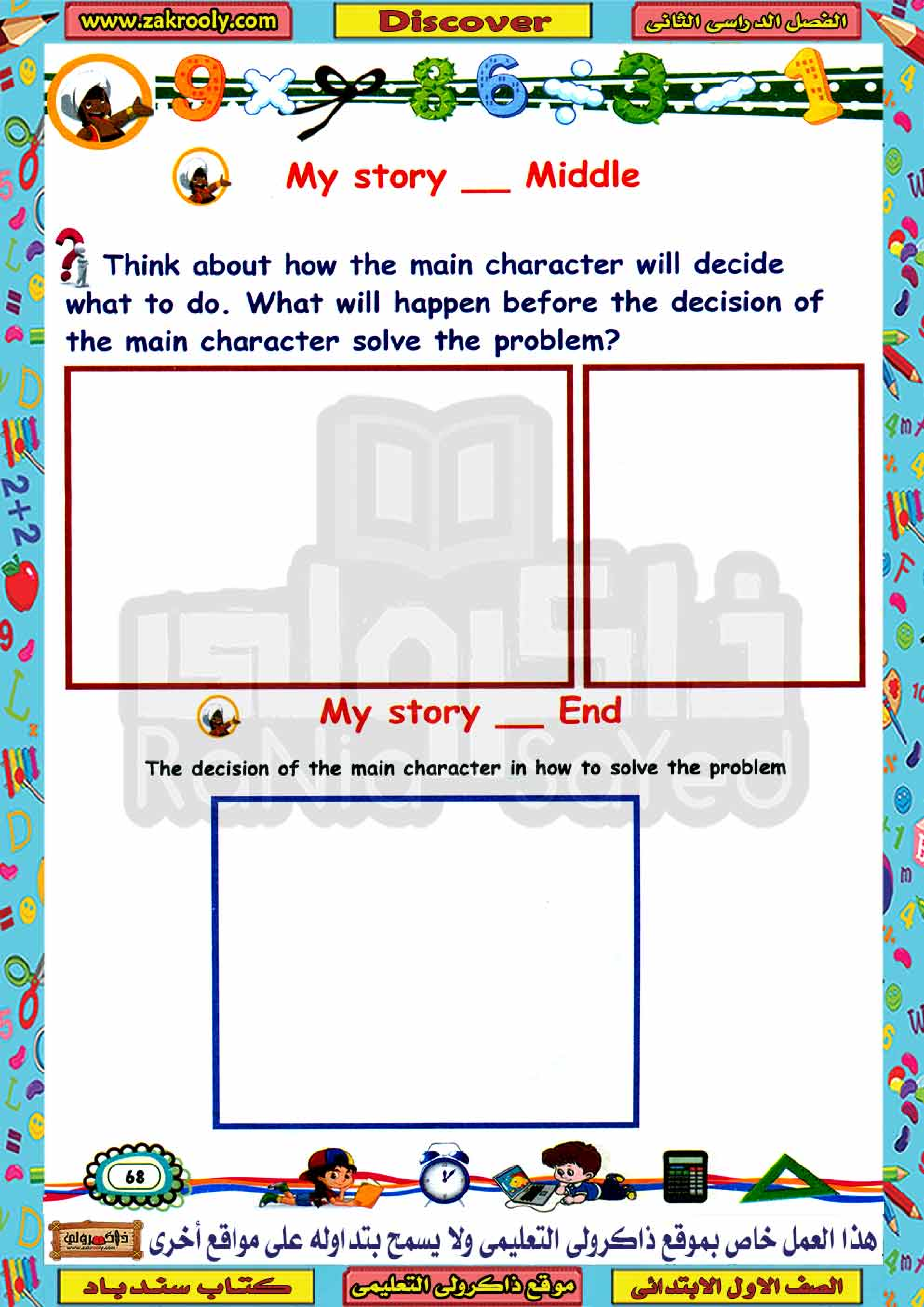
The child will learn the following

- Determine the beginning of the story and the middle and the end.
- Arrange a story with unordered events
- Brainstorming (main character and location).

Let's think about the story first, in your story, you will solve a problem. Here's the problem in the story.
The main character wants to play football, but the rain began. You will decide how to solve the problem. What will the main character do? Use time to think. The parent says: The story begins with a problem and ends with a solution. The story will contain four drawings.
First the beginning of the story. What happens at the beginning of the story?
Objective: To encourage creativity and originality

Draw your story, draw the beginning of the story within the circle. Draw the middle of the story inside the rectangle. And draw the end of the story inside the Square .

Ask the child to explain ideas by Describing a possible place and a main character.



My story __ Middle

Think about how the main character will decide what to do. What will happen before the decision of the main character solve the problem?

My story __ End

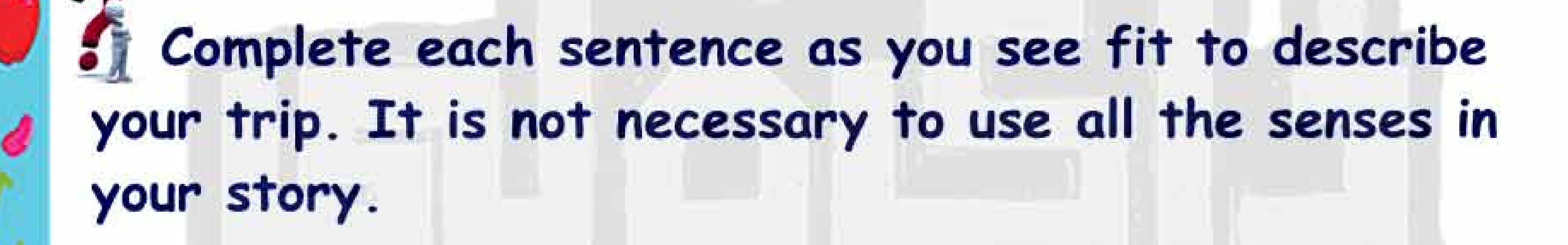
The decision of the main character in how to solve the problem



Thinking about my trip __ senses


Word to the parents

The parent asks his child to remember the events of a trip he went to in the past.
The child is asked to think about the senses he used on the trip.
Like :
Can you remember some of the things you saw, smelled, tasted, touched, or heard during the trip ?
The parent asks his child to close his eyes and try to remember the events of the trip.



Complete each sentence as you see fit to describe your trip. It is not necessary to use all the senses in your story.

Sight: What did you see during your trip?

I saw --

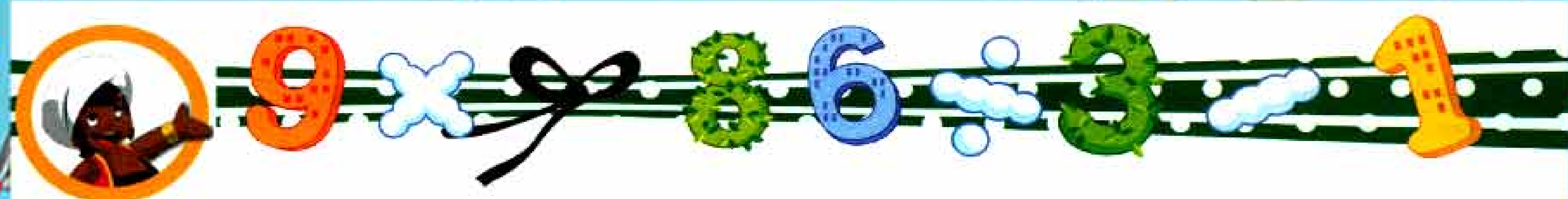
Sound : What did you hear during the trip?

I heard --



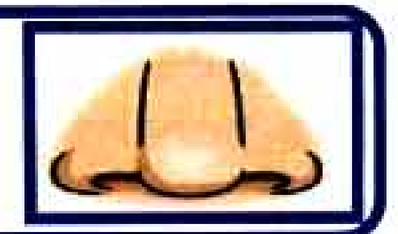






Smell : What did you smell during your trip?

I smelled ---------------------------



Taste: What did you eat during your trip?

I ate ---------------------------

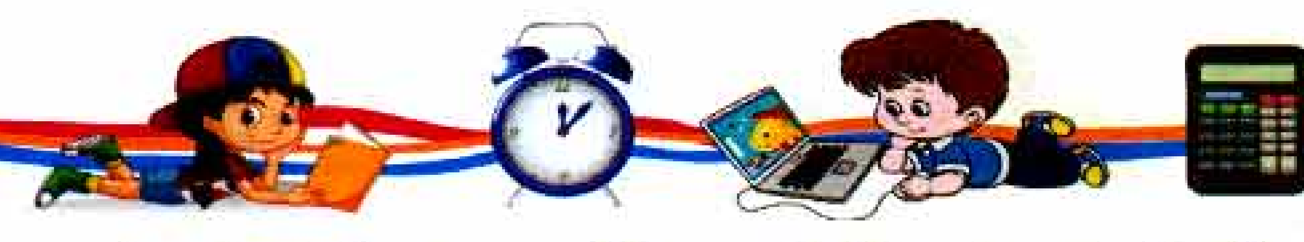


Touch: What did you touch during your trip?

I touched ---------------------------









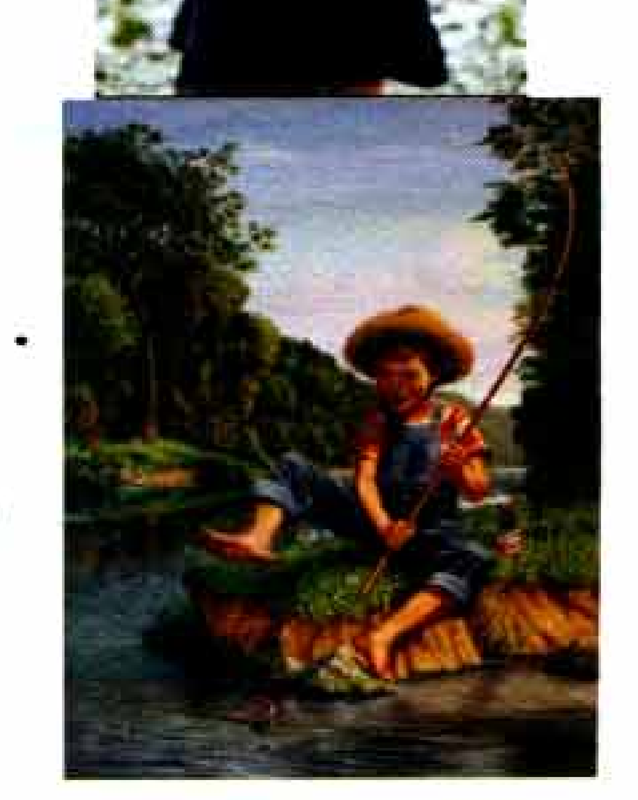
Story time



Read the following paragraphs. Use the key to color words that describe sight, hearing, smell, taste, and touch in the right color



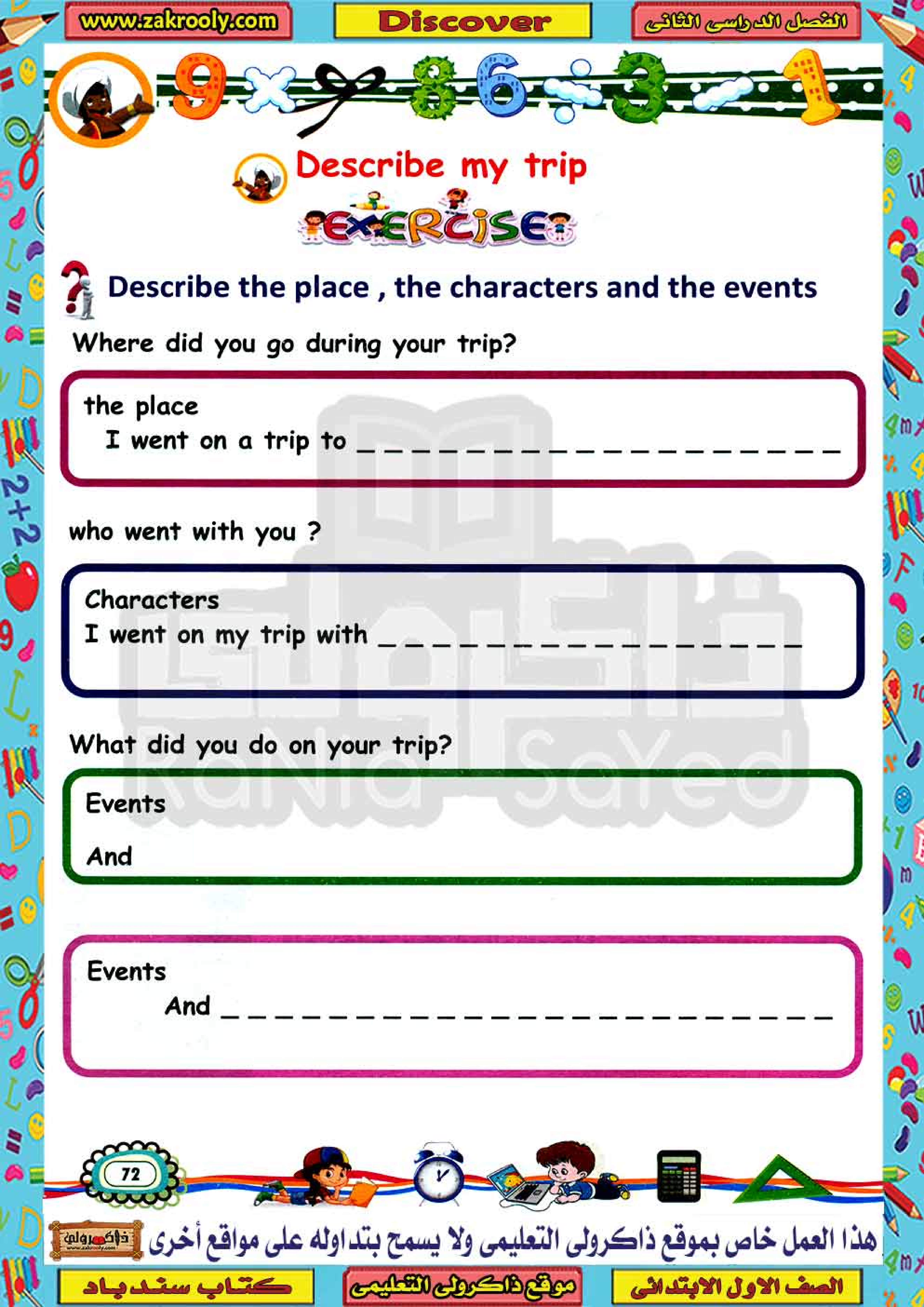
There was a girl on her way to school,
She saw a shiny black rock.
The girl searched down to pick it up.
The rock was hard and smooth.



A boy went fishing. He smelled the salty air .
The boy almost caught a fish,
Then , he heard the fish splash in the water
before it got away .







Describe my trip

EXERCISE

Describe the place , the characters and the events

Where did you go during your trip?

the place
I went on a trip to ______________________

who went with you ?

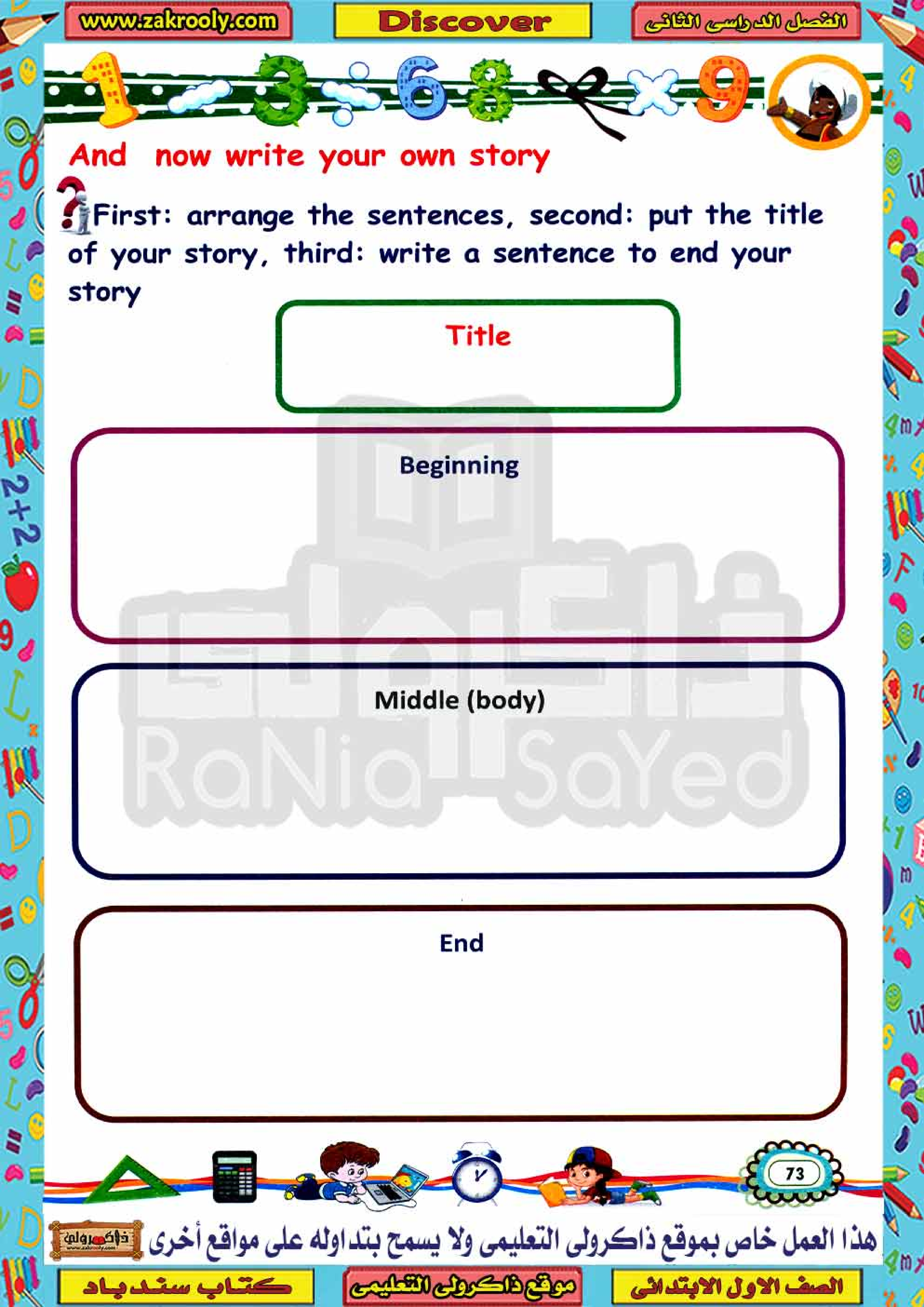
Characters
I went on my trip with ____________________

What did you do on your trip?

Events

And

Events
And ____________________________



And now write your own story

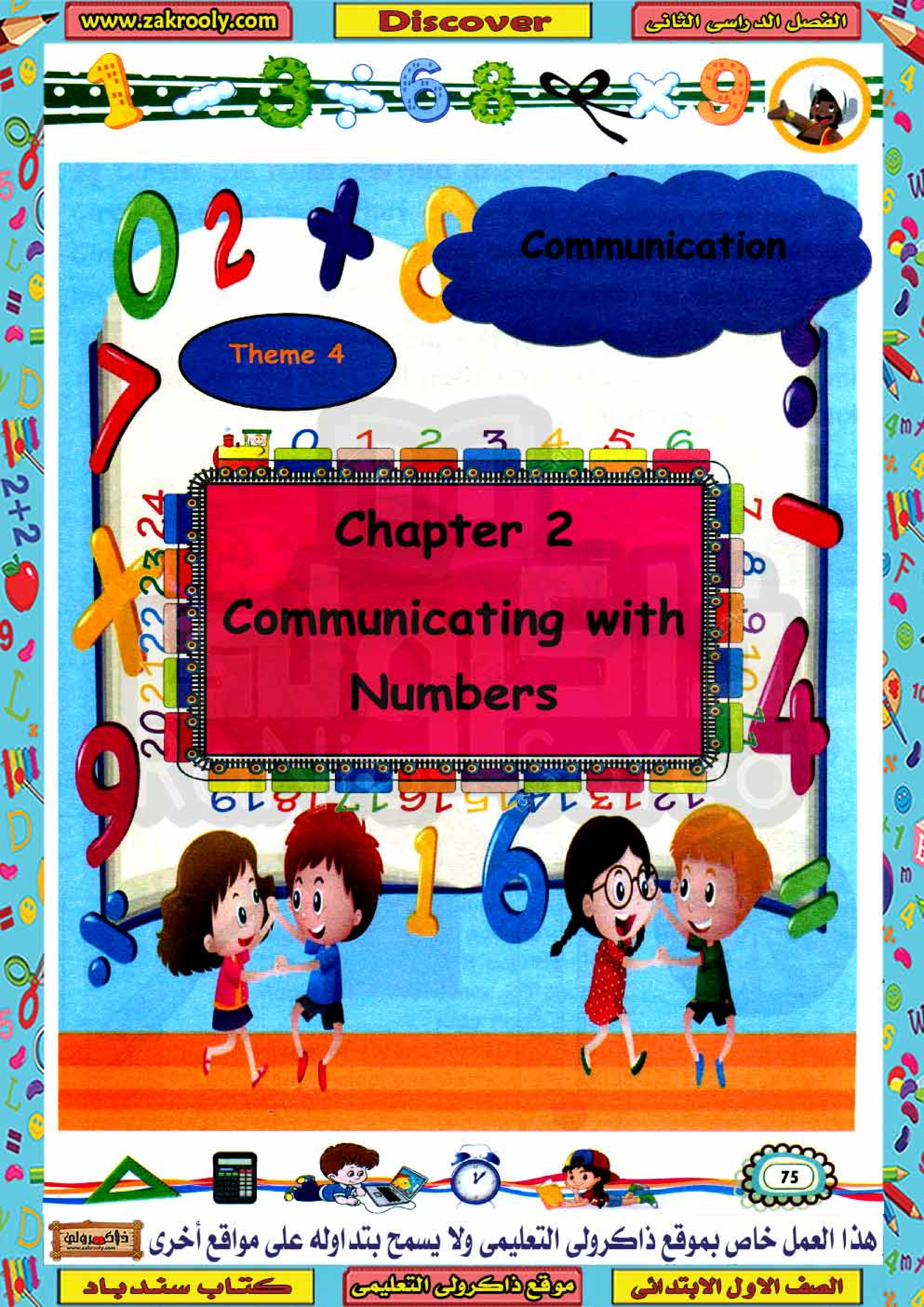
First: arrange the sentences, second: put the title of your story, third: write a sentence to end your story

Title

Beginning

Middle (body)

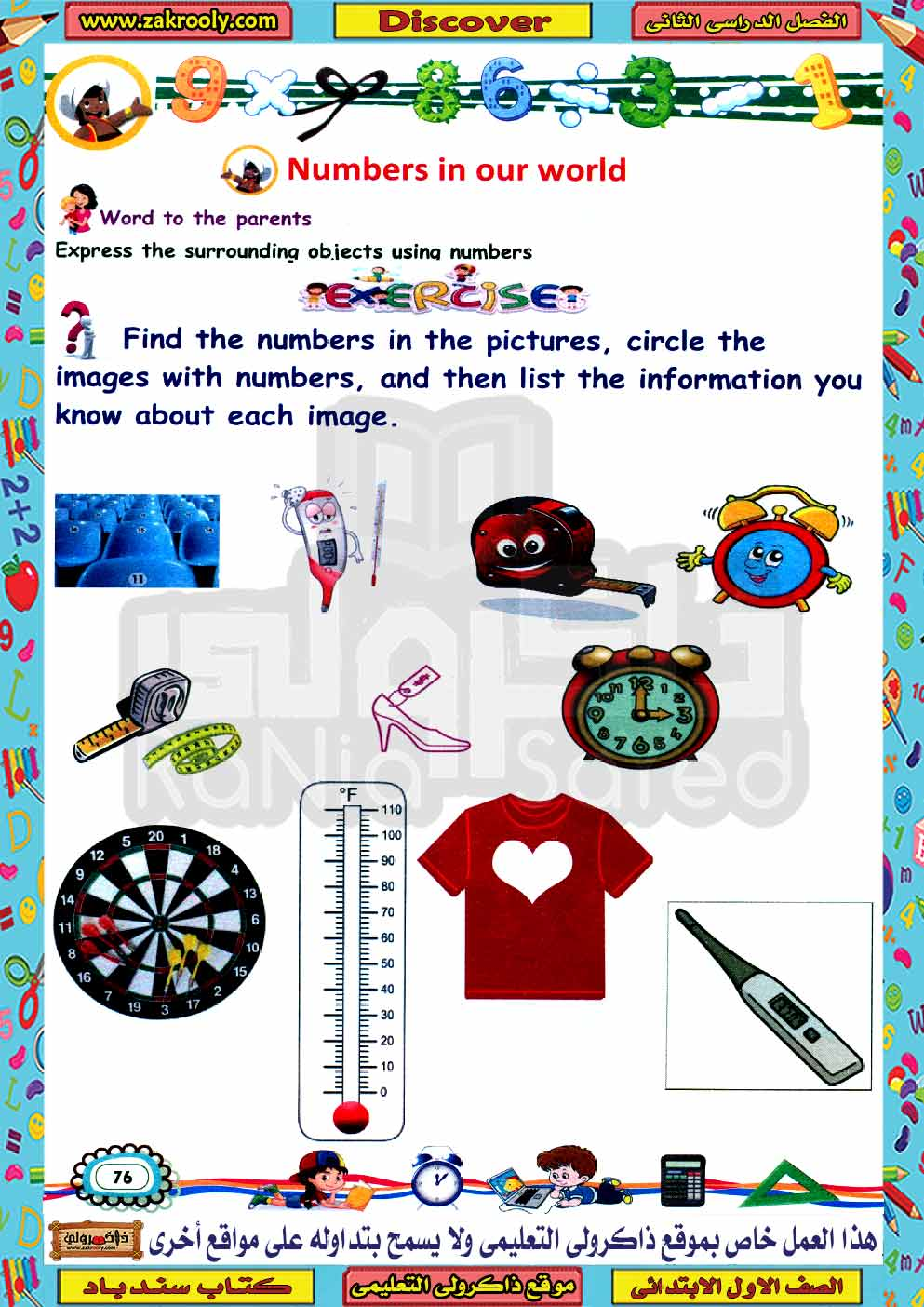
End



Communication

Theme 4

Chapter 2 Communicating with Numbers



Numbers in our world

Word to the parents

Express the surrounding objects using numbers

EXERCISE

Find the numbers in the pictures, circle the images with numbers, and then list the information you know about each image.



Circle the numbers that describes the price in red. Circle the numbers that describes the time in orange. Circle the remaining numbers in blue, then mention the information you know about the numbers in blue.

MENU

Pizza

Margarita Pizza 12 pounds
Vegetarian Pizza 15 pounds
Sausages Pizza 18 pounds

Pies and pastries

Bastrami Pie 11 pounds
Vegetables Pie 17 pounds
The cheese pie is 8 pounds
Macaroni white sauce 25 pounds

Kids Pizza

Hours of Operation 10:00 - 8:00
Daily Telephone Number 01000350201







Missing numbers

Word to the parents

What do you know about the numbers?
In this activity, the parent will discuss with his child the uses of different numbers and units of measurement.
Such as: kilogram (kg) for weight, pounds (L.E) for the price, °C for the temperature, the hour (o'clock)
The purpose of this activity is to introduce the child to the different units of measurement and how numbers are everywhere, how useful numbers are for his life

Look for the numbers

Number bank

20 L.E   35   4 Kg   7:00   100˚C



Choose the correct answer between brackets

If mona go to the market , to buy tomatoes what is the suitable number to weigh the tomamtoes ....

(9: 00 - 6 Kg - 8°C)

What is the correct number to Know my shoe size ....

(8°C - 38 - 38 Kg)

Mum wanted to cook food , so she opened the oven on ....

(8 Kg - 80 L.E - 30 °C)

Ahmed wanted to know what time is it now , she Nadia told him .... (6: 00 - 6 Kg - 6 L.E.)

If you wanted to buy clothes , the correct number is ....

(36 Kg - 36 °C - 36 L.E.)



- What is the appropriate measuring unit to Know the weight ? -----------------
- What is the appropriate measuring unit to Know the Price ? -----------------
- What is the appropriate measuring unit to Know the temprature ? -----------------
- What is the appropriate measuring unit to Know the time ?



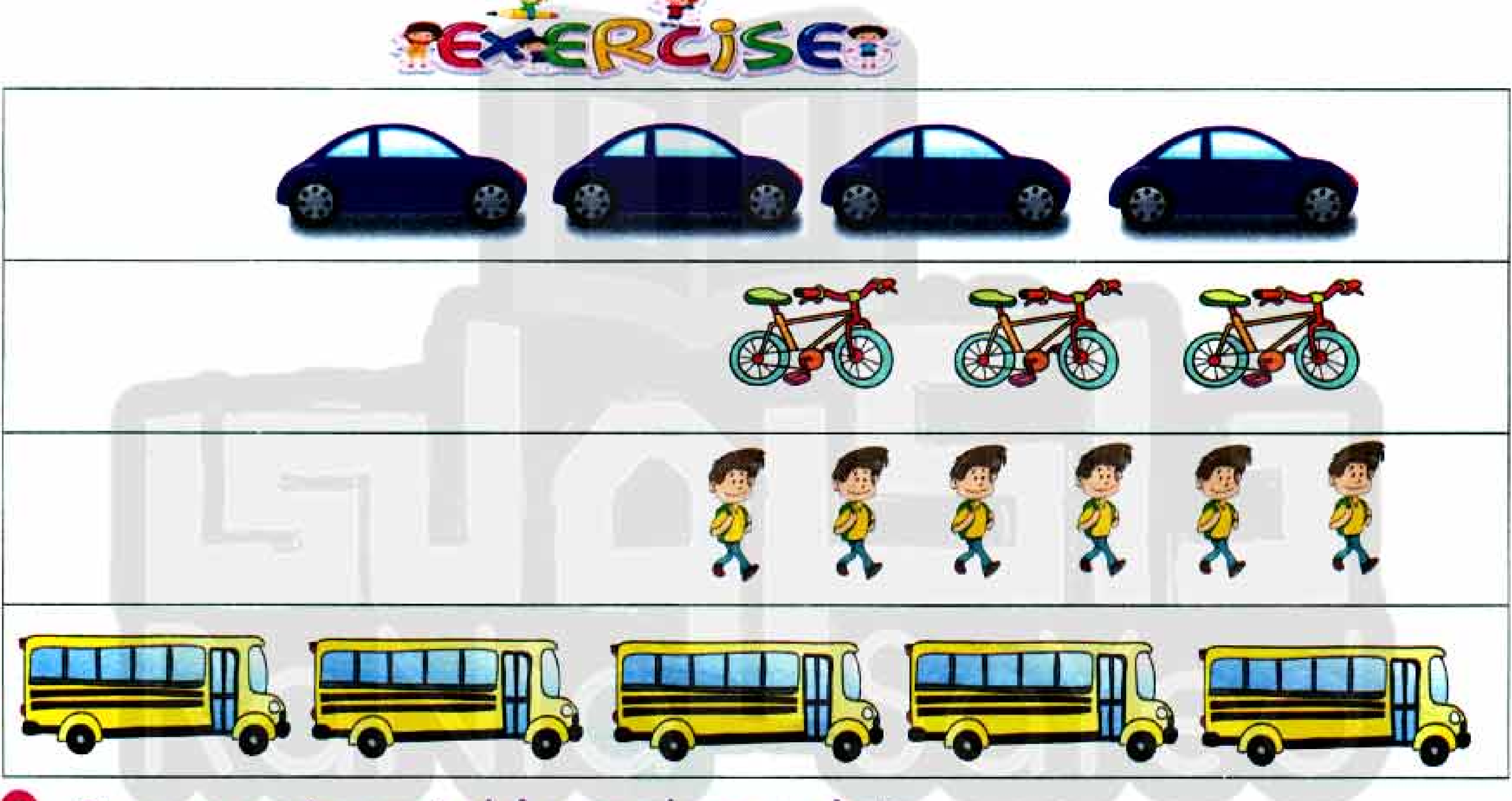
Comparing with graphs

Word to the parents

Use survey information to answer questions.
The parent asks the student to choose the means of transportation he uses to go to school.

Objective: To collect and classify data.

EXERCISE



See previous table and complete

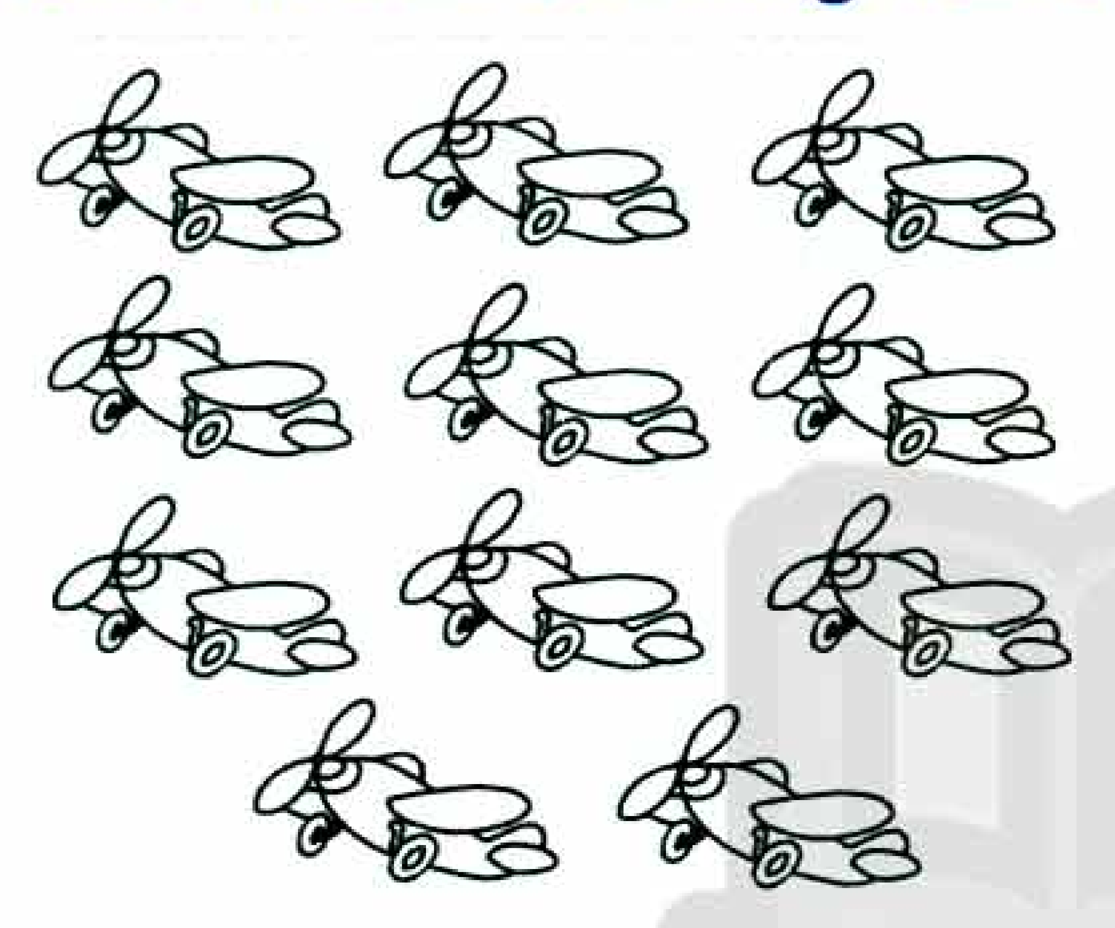
- How many students go by car ? ________________
- How many students go by bike ? ________________
- How many students go on foot ? ________________
- How many students go by bus ? ________________
- What is the preferred transportation for most of the students ?

What is the least used way to go to school? ....



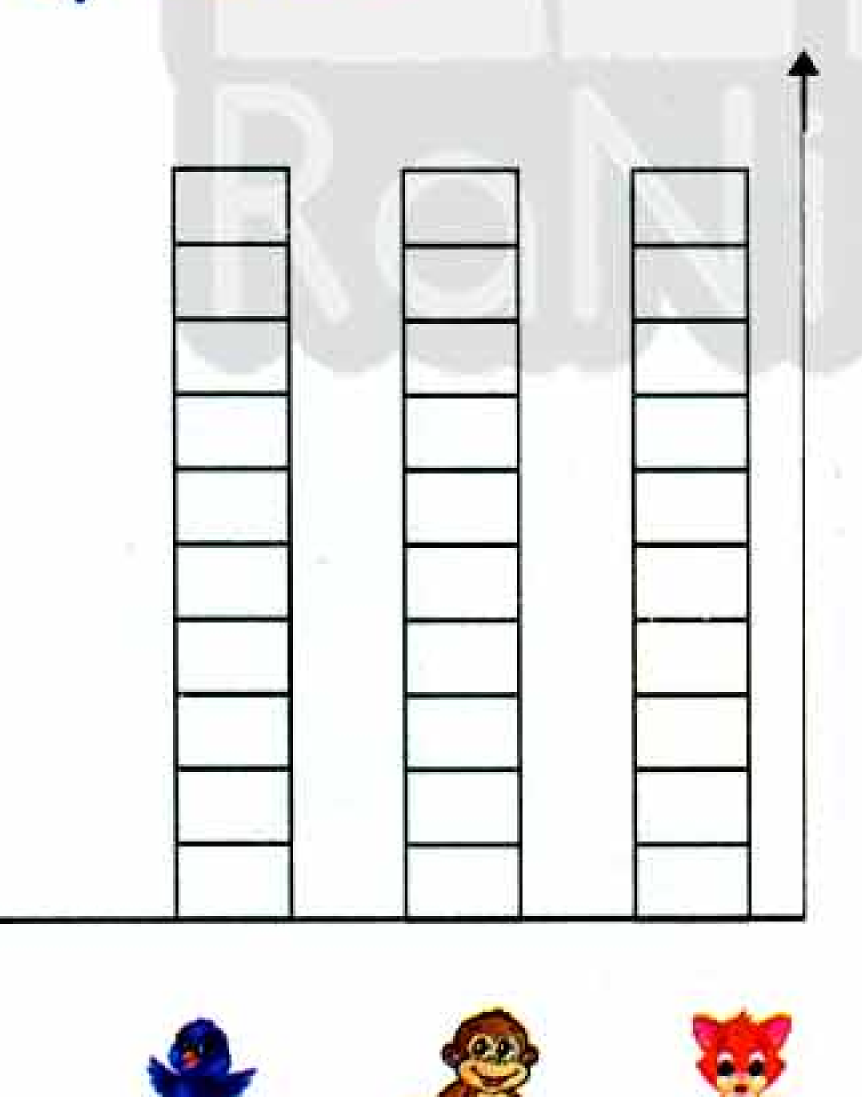


Color the planes by the number in front of each color in the following table.



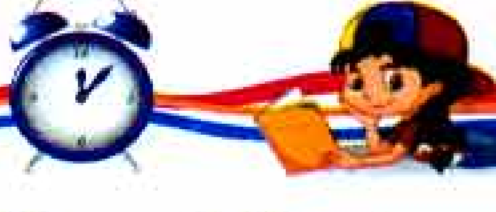
color	number
red	3
green	5
blue	3

Note the following table, and then color the column by number



Animal	Number	In digits
cat		.....
monkey		.....
Bird		......



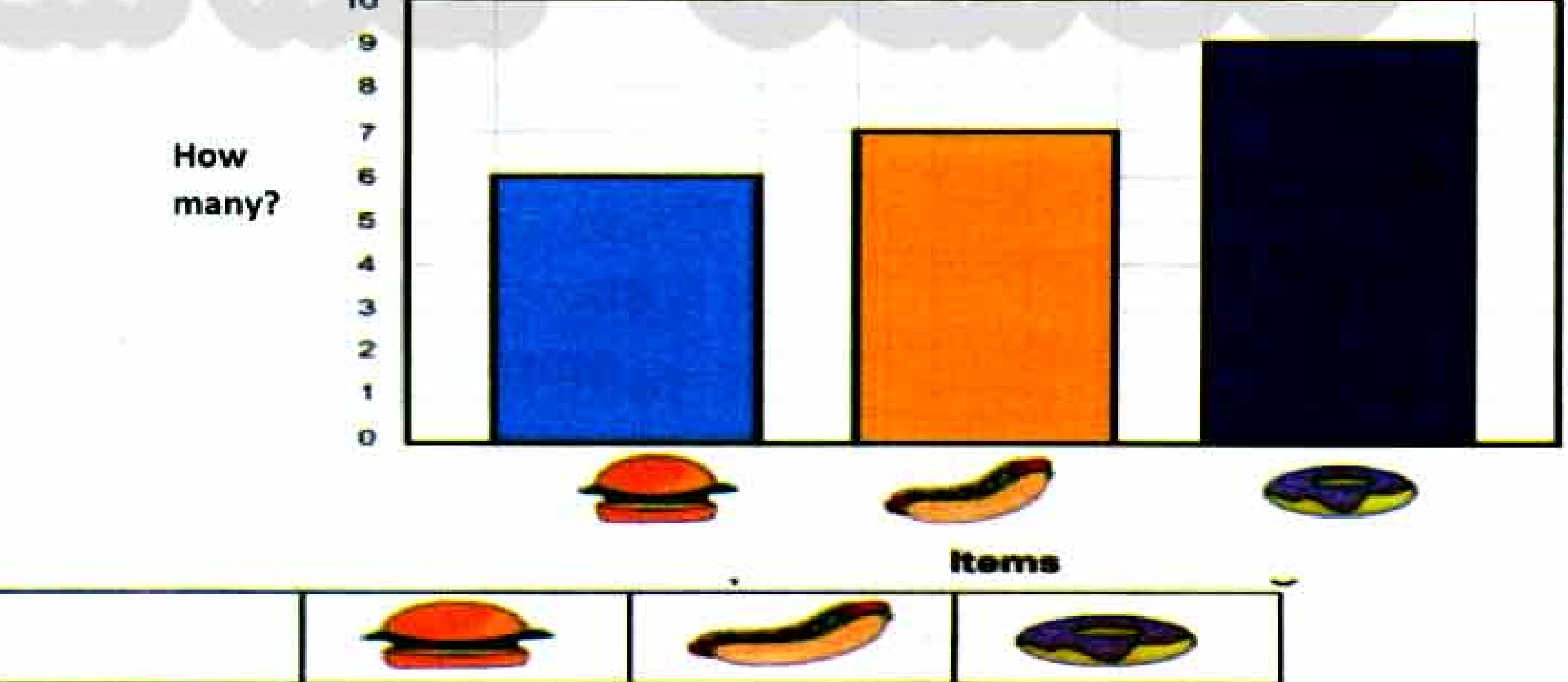



Write the number of butterflies according to their colours



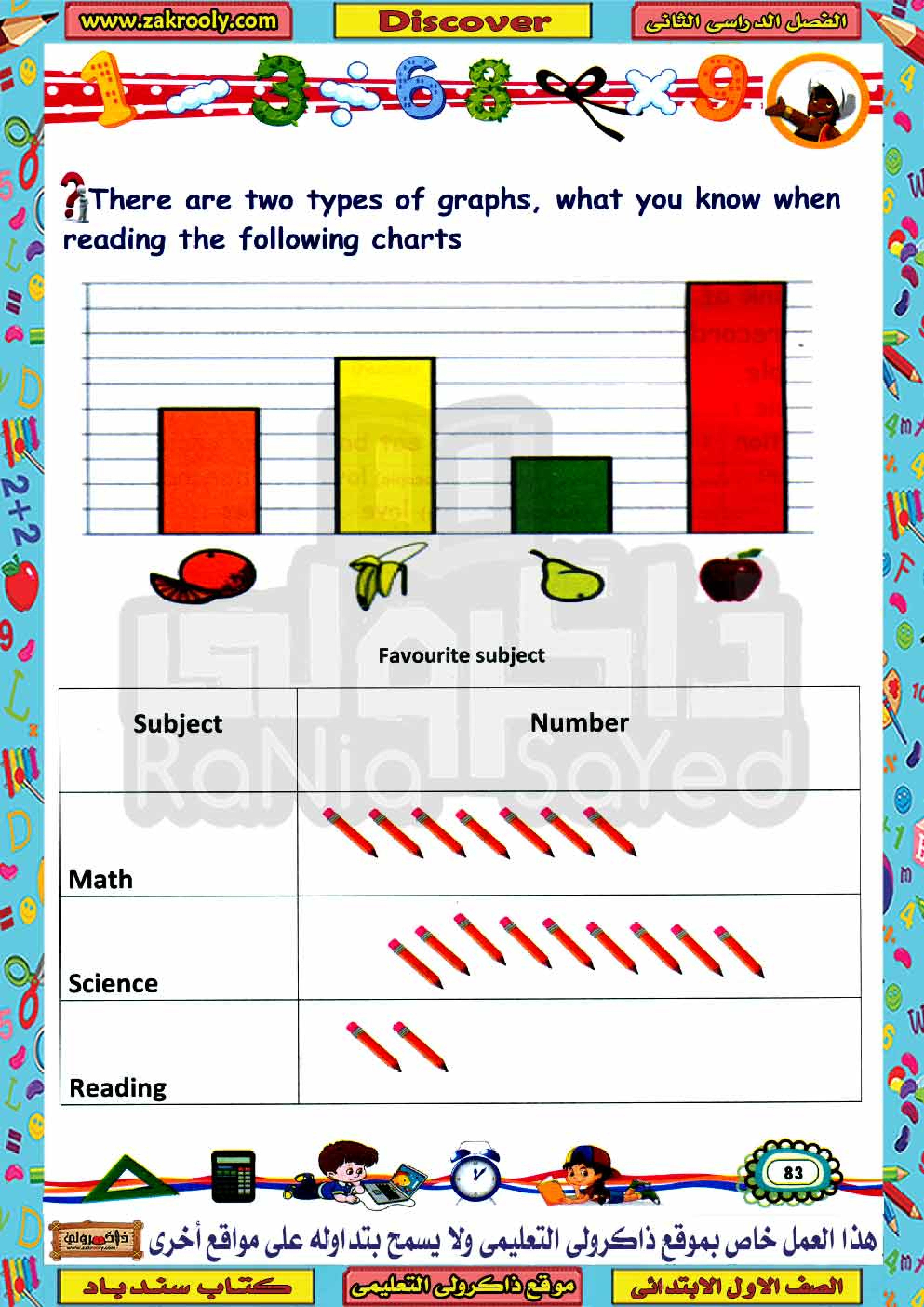
Colour	Number of butterflies
Orange	
Pink	
Blue	

look at the bar graph , then count the number of each item presented in the bar graph



Items			
How many ?			

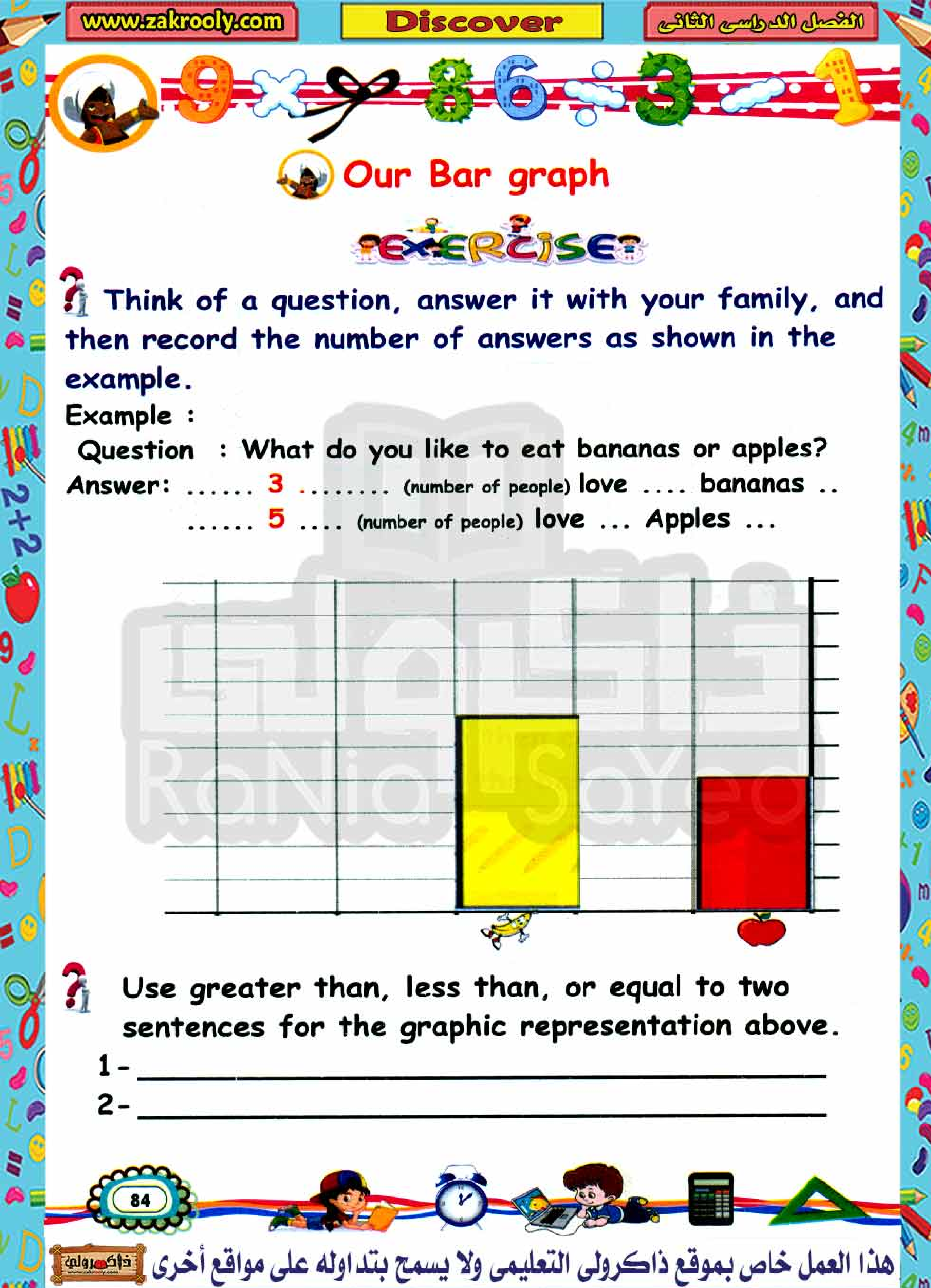




There are two types of graphs, what you know when reading the following charts

Favourite subject

Subject	Number
Math	
Science	
Reading	



Our Bar graph

EXERCISE

Think of a question, answer it with your family, and then record the number of answers as shown in the example.

Example :

Question : What do you like to eat bananas or apples?

Answer: ...... 3 .... (number of people) love .... bananas ..

...... 5 .... (number of people) love ... Apples ...

Use greater than, less than, or equal to two sentences for the graphic representation above.

1- ______________________________

2- ______________________________

Think of a question, answer it with your family, and then record the number of answers

Survey Question: ______________________________ ?

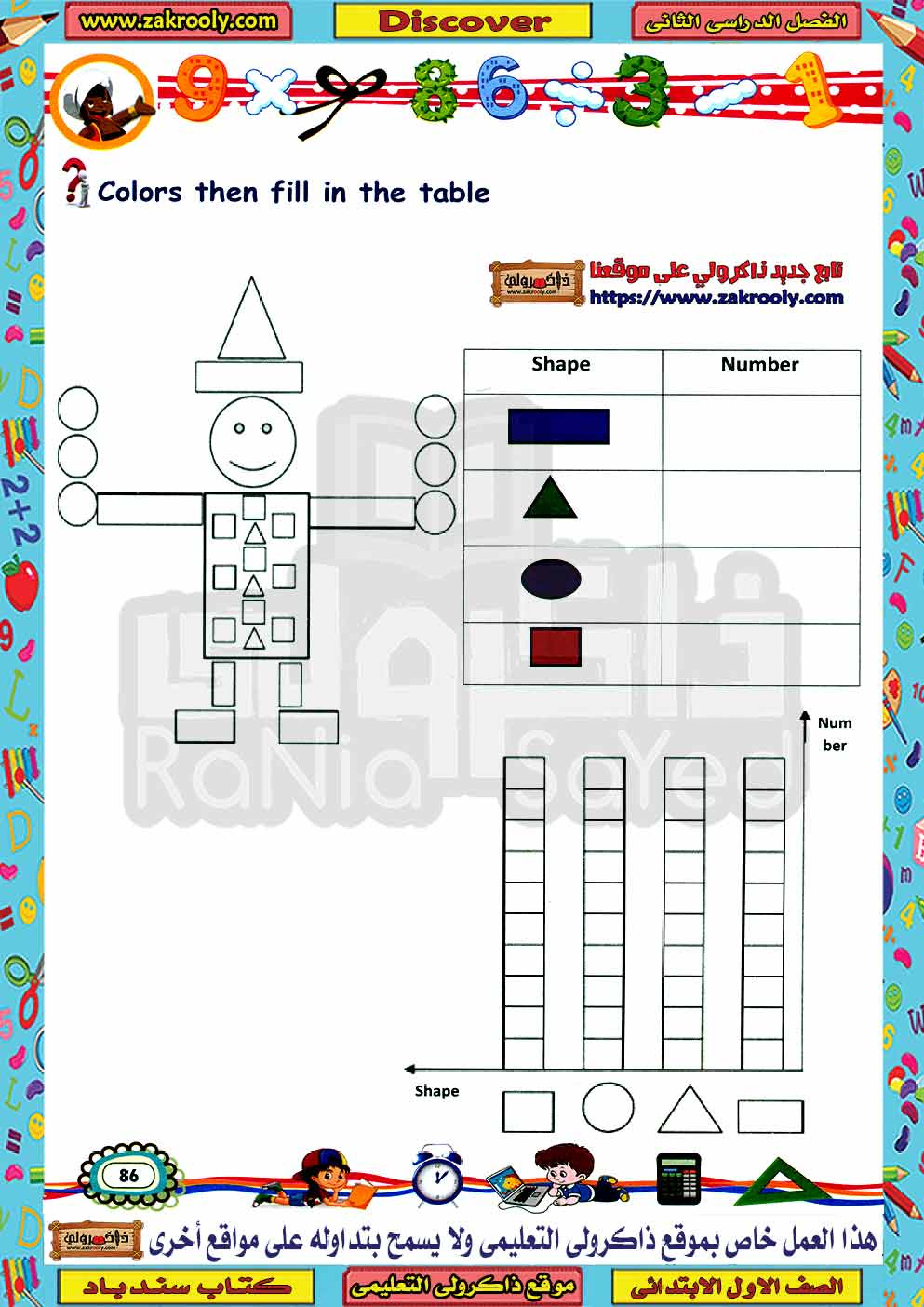
Answer: .... (Number of people) love..... ...

.... (Number of people) love.........

Use greater than, less than, or equal to two sentences for the graphic representation above.

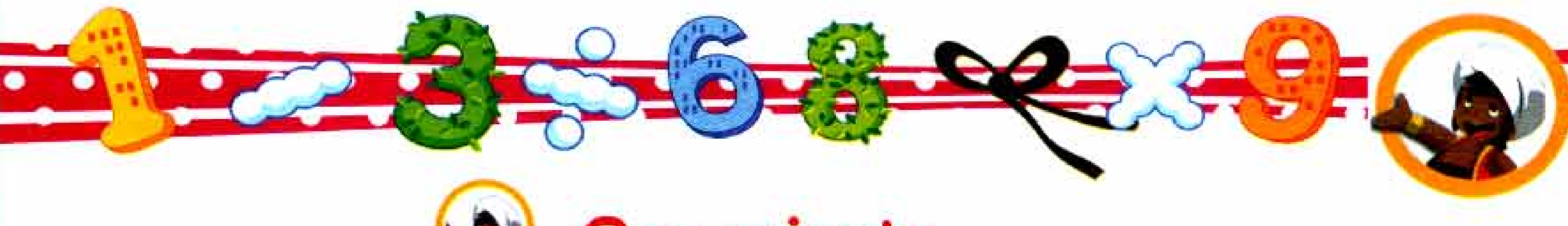
1-______________________________

2-______________________________



Colors then fill in the table

Shape	Number
rectangle	
triangle	
oval	
square	





One minute



Word to the parents

In this activity, the guardian will identify with his child how to measure the precise time and the reading of the hour



And now put the correct answer in the spaces

Can you count how many seconds per minute? ......



Can you count how many seconds passed as in the picture?

....





what time is it now ? ....



Can you draw the hour hand after two hours has passed from the time specified in the previous picture?





Timetables (Party Schedule)

Word to the parents

In this activity, the parent will discuss with his child how to arrange a schedule with his child



Make a schedule for Layla's party

How many hours will the party be ?

____

What games should Layla play at the party ?

____

____

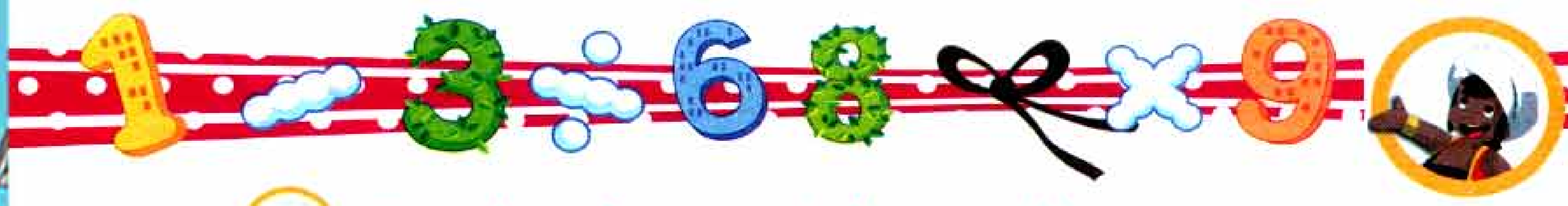
	What will we do ?	
First		
Second		
Third		

Number Bank

Hours   Eat   Play game









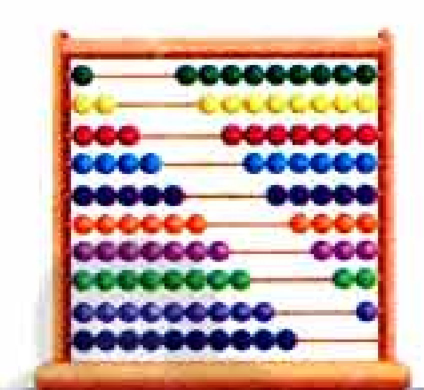
Technology with number



Word to the parents

In this activity, the guardian checks with his child the mathematics tools used as a kind of technology.

Look at the pictures . which pictures show technology ?



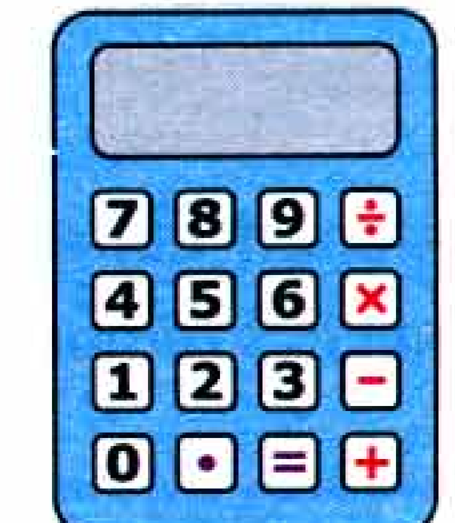
Egyptians used the abacus about 4000 years ago
The abacus is also called a counting frame two numbers .
it uses repeated addition and subtraction .



Pascal's calculator was invented over 300 years ago . it adds and subtracts .



This is an adding machine
How does it work ?

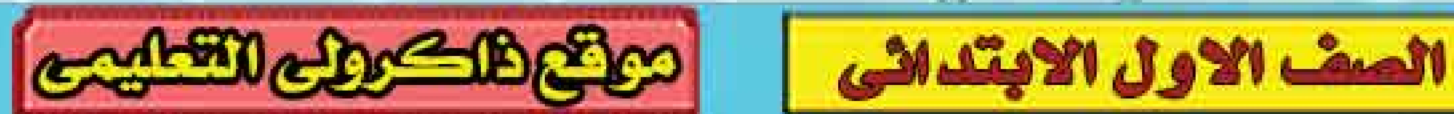


How is this calculator different from the other examples .











Circle the math tools used in technology.

My Math Story

Word to the parents

In this activity, the guardian will write with his child the stories of mathematics, including the sentence of addition and subtraction

Addition story

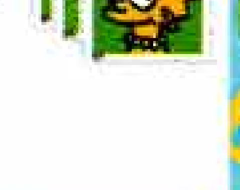
The elevator goes up two floors and then goes up 3 more floors.

On which floor is the elevator now? ....



2	+	....	=	....

Ahmed collected 4 stamps and then he collected 3 more stamps, how many stamps with him? ....



....	+	....	=	....





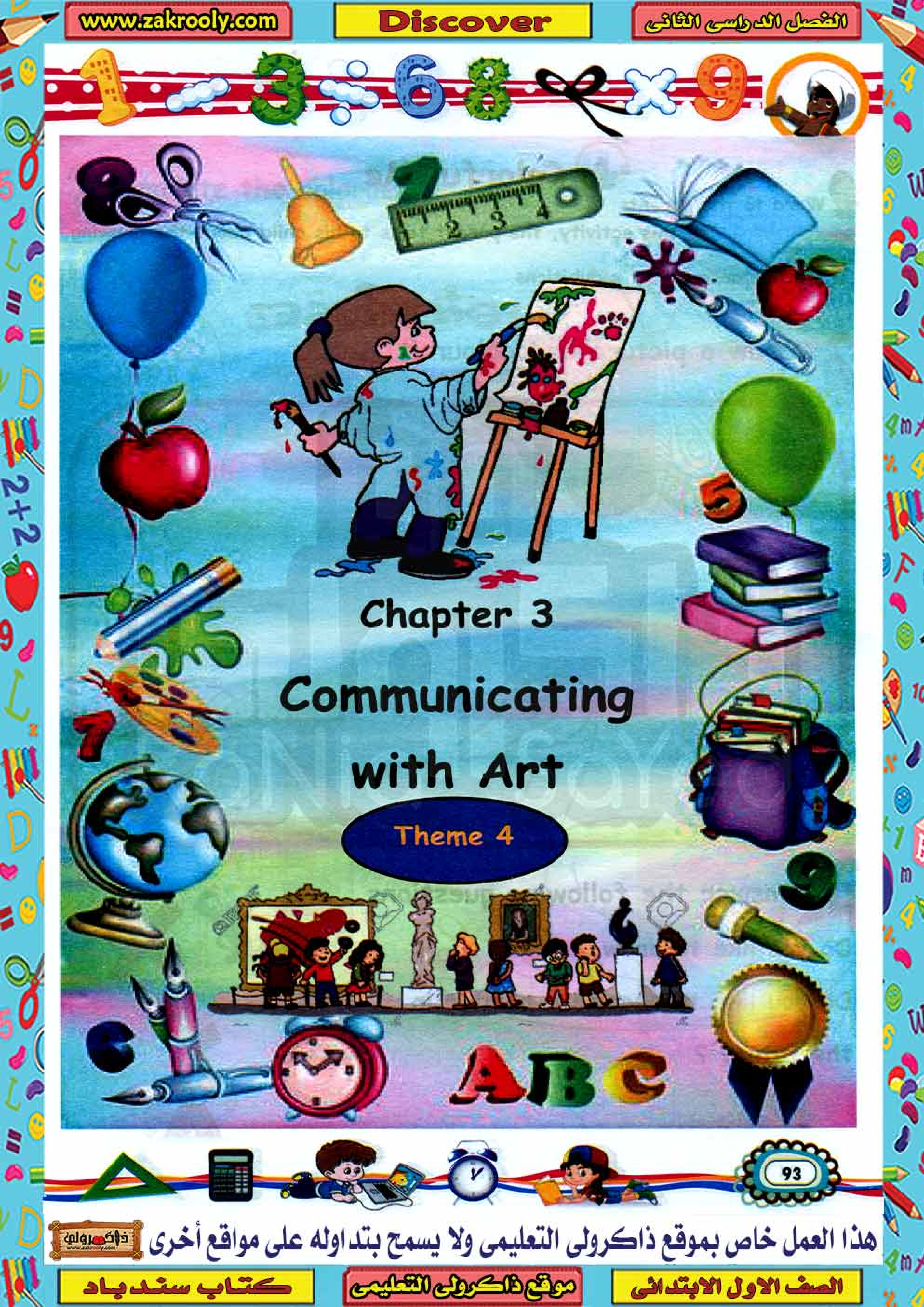
Subtraction story

Ahmed has 5 pounds and then bought a candy
Worth 2 pounds , what is left with him? ....

5	-	....	=	....

With Ahmed 9 pens , he gave Huda pens and gave Aly pen how many pens were left with him ?

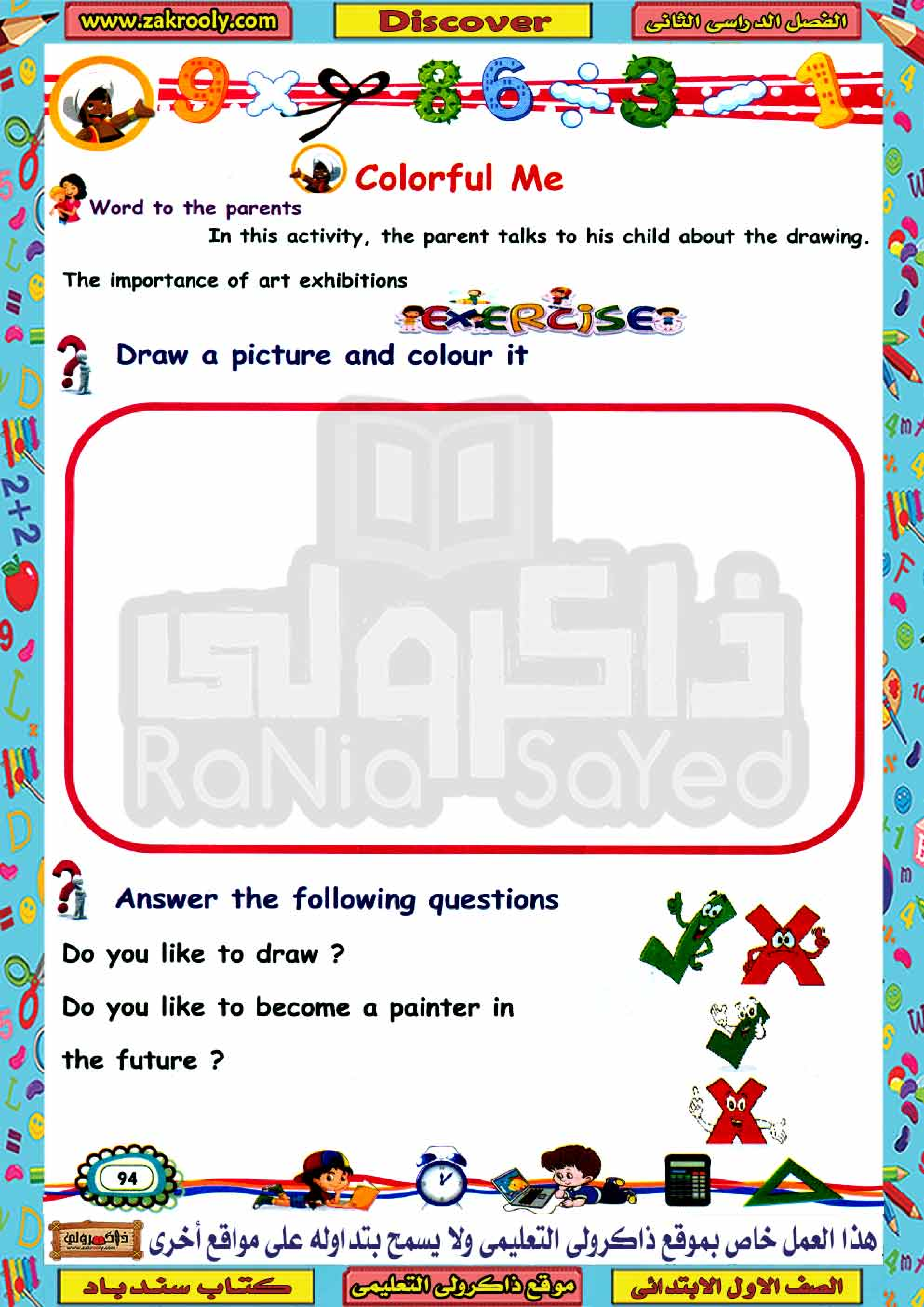
....	-	....	=	....



Chapter 3

Communicating with Art

Theme 4



Colorful Me

Word to the parents

In this activity, the parent talks to his child about the drawing.

The importance of art exhibitions

EXERCISE

Draw a picture and colour it

Answer the following questions

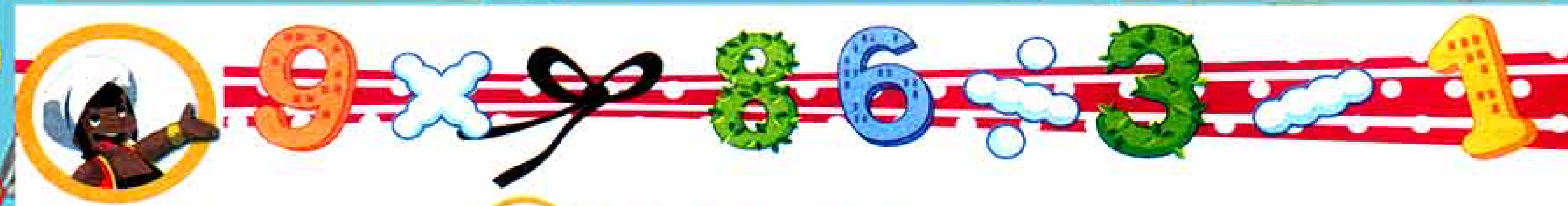
Do you like to draw ?

Do you like to become a painter in the future ?



Complete the coloring







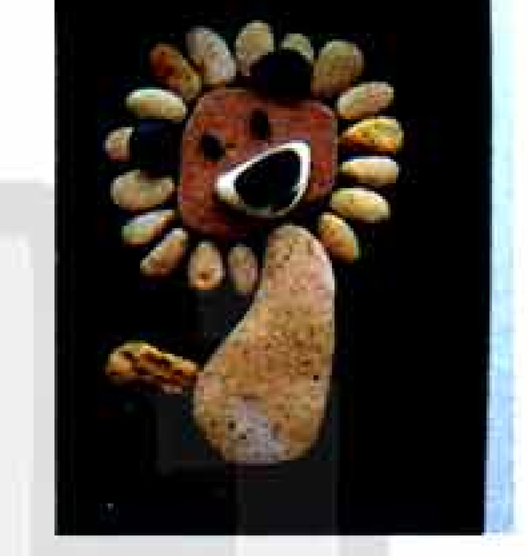


Word to the parents

The parent in this activity talks to his child to identify the various materials used in the work of models.

EXERCISE

Circle the suitable material each statue is made of in each picture?



Fabric – paper - stone



Metal - paper -plastic



Stone –wood - paper



What is the material from which the statue is made in each photograph?



Metal - wood - paper



Wood - paper - plastic



Fabric - paper -- stone

Word Bank

Wood Paper Metal Fabric Plastic











How to make a mask?

Word to the parents

A parent in this activity will make a paper mask with his child.

Tools used either construction paper or play dough

EXERCISE

Make your own mask as shown in the picture below

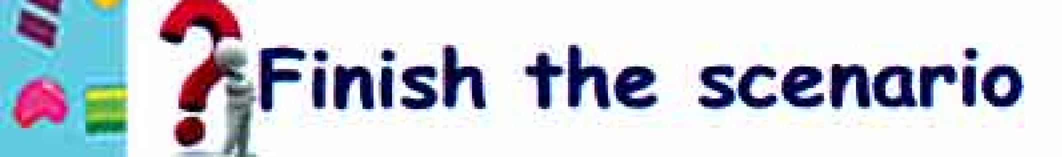






Our scenario

EXERCISE



Finish the scenario

Some animals play in..............  But they see the garbage around them on the floor.

Tiger says:  I............. Look at all this garbage .

The giraffe:  What can be done?

Mr. Hippo :  maybe we can.......The jungle

from..........  To become .... 








Elephant : But we need all the ....To help

Tiger says: Let's make a sticker written on it: We need all

....

The giraffe says: We'll need .... and

.... to do the cleaning.

The elephant : We can also bring ....

"Thanks you for helping making the jungle a lovely place " says tiger .





Daily Schedule



Word to the parents

In this activity, the parent will arrange a schedule with his child to study.



Select five activities you do each day and draw the hourglass to determine when you are doing so

.... Time ....morning

....

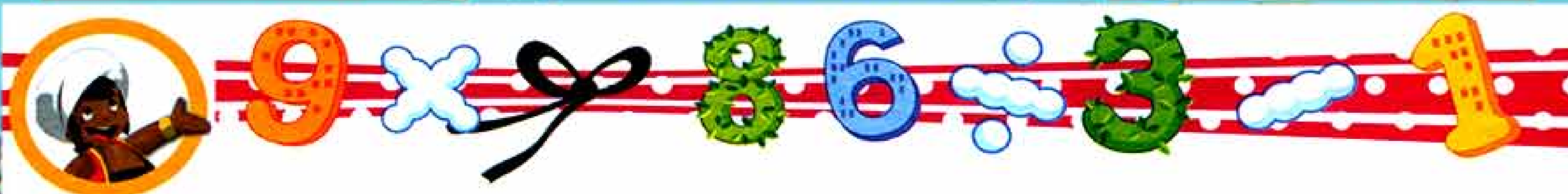
....

....

....







Learning through Arts



Word to the parents

In this activity the parent will draw with his child a picture



Use the internet to enter the site

http://www.hellokids.com/r_1045/drawing-for-kids/drawing-lessons-for-kids/how-to-draw-animals

How to improve your drawing ?

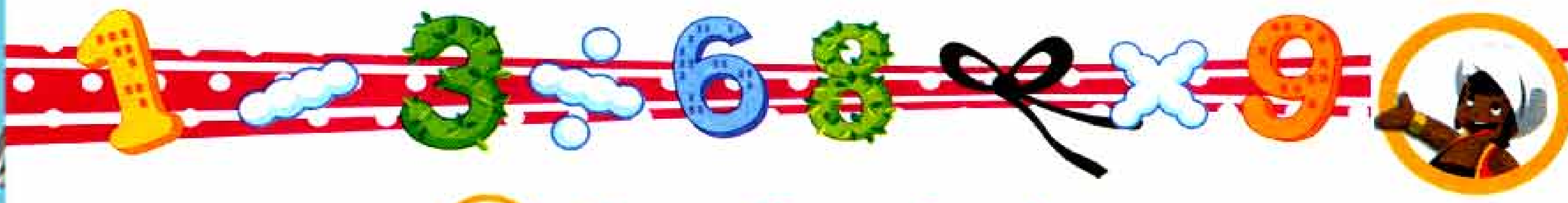
....

....

....









Care for plants





Word to the parents

تفوقك في أي عمل عليه العلامة دي

In this activity, the guardian discusses with his child how to care for plants.





Fill in the spaces from the word bank

Sun light	space	soil	wate






1. Make sure there is enough agricultural .... in the plant pot.

2. Place the plant next to the window until it gets enough ....

3. Make sure that the plant gets a sufficient amount of.........

4. Give the plant enough ....so that it will not be too close to another plant.

